

# The Bulletin of the National Youth Administration Secondary-School Bureau

Volume 25

May, 1941

Number 99

## YOUTH AT WORK

A MANUAL containing descriptions of a number  
of selected National Youth Administration projects  
for in- and out-of-school youth.



COMPILED AND EDITED BY

**PAUL B. JACOBSON**

*Principal, The University High School  
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THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

Special Order  
for Secondary Schools

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Issued Eight Times a Year

\$2.00 a Year

One Dollar Postpaid

Monthly, October to May inclusive

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Published at Washington, D. C., by the National Association of Secondary-School Principals of the National Education Association  
1201 Sixteenth Street, N. W., Washington, D. C.

Entered as second-class matter, November 8, 1938, at the post office at Washington, D. C., and additional entry at Berrien Springs, Michigan, under the Act of August 12, 1912. Acceptance for mailing at special rate of postage, provided for in Section 1103, Act of February 28, 1925, authorized November 8, 1938.







MAY 16 1941

# **The Bulletin**

## **OF THE NATIONAL ASSOCIATION OF Secondary-School Principals**

*A Department of Secondary Education of the  
NATIONAL EDUCATION ASSOCIATION  
Issued Monthly, October to May Inclusive*

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**THE NATIONAL ASSOCIATION OF  
SECONDARY-SCHOOL PRINCIPALS**

**Paul E. Elicker, Executive Secretary    Walter E. Hess, Managing Editor**  
1201 Sixteenth Street, N. W., Washington, D. C.

## **YOUTH AT WORK**

A MANUAL containing descriptions of a number of selected National Youth Administration projects for in- and out-of-school youth.

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## Foreword

THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, in devoting this publication to work programs operated under the National Youth Administration, is making a distinct contribution toward the further co-ordination of programs for youth sponsored by the schools and the Youth Administration. The contents strikingly illustrate not only the important role which the schools are filling in the functioning of NYA, but also the kind of co-operation which is so sorely needed in these times, when every youth should be prepared to assume an important responsibility in preserving and improving our way of life. Significantly, this publication likewise presents additional clear-cut evidence that the world of the schoolroom and the world of the workshop are not separated by an unbridgable gap.

The work programs described on the following pages are a fitting tribute to the vision of schoolmen who have recognized the need for work experience in the lives of young people. They, as local administrators of the student work program and as sponsors of NYA out-of-school work projects, have made use of NYA work programs in order to enrich and broaden the scope of service to youth.

Work for young people is a tradition in America—it is a vital part of youth's development—and youth's boundless energies must be routed into constructive channels through work activities which are satisfying to the individual and beneficial to the community. The schools, and to a smaller degree the National Youth Administration, are dealing with the Nation's most potent resource—the millions of young men and women who will do the work, and if necessary fight the wars of the future. The two agencies are working in different areas, employing different methods, but are performing complementary functions in seeking to fulfill the same objective—a more orderly transition from adolescence to adult participation in the complex structure of modern life.

The material which Dr. Jacobson has assembled presents a cross section of NYA work programs, including both student projects and projects for out-of-school youth. The projects are as varied as the states of the United States, for they were planned locally to meet local needs. If these descriptions are helpful in enabling schools and communities better to fulfil their responsibility to youth, this issue will have been well worth while.

AUBREY WILLIAMS

*Administrator*

*National Youth Administration*



## Introduction

THE PROGRESS MADE since the publication of last year's report on *Youth and Work Opportunities* in the development of an effective NYA work program in the secondary schools has been little short of phenomenal. Educators all over the country are advancing the philosophy of work experience for young people and are recognizing the important values to be derived from real work opportunities in bringing about a *total educational program* for youth. Better jobs in the schools and in the communities have been offered to students, and the quality of the supervision has greatly improved.

Perhaps the greatest single factor contributing to this remarkable progress has been the fine co-operation between the National Youth Administration and schoolmen. Through this co-operation, a National School Work Council and fifty State School Work Councils composed of educators have been established to assist in implementing a more effective work program. In addition, the National Youth Administration has provided a staff of field representatives in many of the states to work with the School Work Councils in improving the program.

In this new total educational program for youth, educators have come to see that it is important not only to provide opportunities to young people in secondary schools for socially desirable and beneficial work experience, but also to afford young people in the NYA out-of-school work program the chance to obtain work experience and related training through the schools which will make them more productive in their jobs and better citizens in their democracy. Many schools have already assumed their obligation toward this group of a half million young men and women.

It is hoped that the experiences presented in this publication will stimulate new ideas and new plans for carrying forward a greater work program for young people in the schools and a more adequate educational program for out-of-school NYA youth in the year that follows.

GEORGE C. MANN  
*Director of Student Work*  
*National Youth Administration*

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## Acknowledgment

*Youth at Work* is the result of the efforts of many persons. It was compiled so that there might be available in one place a few illustrations of the better in- and out-of-school work projects which are being conducted in schools. In addition, a small number of resident and work projects not connected with educational institutions and a limited number of work projects connected with colleges are described.

The state administrators listed below and their assistants who cannot be named individually have supplied the basic information promptly and cheerfully: J. W. Hull, Arkansas; Robert W. Burns, California; Amer Lehman, Colorado; Richard A. Barrett, Connecticut; Boisfeuillet Jones, Georgia; William W. Gartin, Idaho; Mary Stuart Anderson, Illinois; Robert S. Richey, Indiana; Anne Laughlin, Kansas; Robert K. Salyers, Kentucky; John L. Donovan, Jr., Massachusetts; Chester B. Lund, Minnesota; J. C. Flowers, Mississippi; James B. Love, Montana; Harold C. Bingham, New Hampshire; John Lang, North Carolina; Leo Jacobs, Ohio; Isaac C. Sutton, Pennsylvania; J. C. Kellam, Texas; Glenn S. Callaghan, West Virginia; and John Faville, Jr., Wisconsin.

In addition, R. L. Jewell, superintendent of schools, Sedan, Kansas, and Berry N. Alvis, principal of the high school, Clayton, New Mexico, have supplied the material in Chapter II.

John Lasher, George C. Mann, W. Edmund Baxter of the NYA office in Washington gave generous support in the collection of material and prepared the form on which it was submitted. Mr. Mann also prepared the Introduction, and Aubrey Williams the Foreword.

Paul E. Elicker, executive secretary of the National Association of Secondary-School Principals, co-operated in the preparation of this issue of *THE BULLETIN* and supplied Chapter VII.

Jesse Thomas and Walter E. Hess of the office of the executive secretary of the National Association of Secondary-School Principals, and Alexandra Kempt, National Youth Administration, have performed valuable service in editing and preparing the manuscript. The editor acknowledges to these people special gratitude and appreciation.

More material was supplied for this publication than could be printed. The editor has selected what seemed to be a representative cross section of good practice. All of the material has been edited. If it has suffered in the process, the editor is alone at fault. Whatever value may be ascribed to *Youth at Work* must be shared by all who have contributed to it.

PAUL B. JACOBSON

April 15, 1941  
Chicago, Illinois

## CHAPTER I

### Work Experience and School Organization

PAUL B. JACOBSON

ANY SOCIAL ORDER has a set of values which it cherishes and which it seeks to pass on to the oncoming generation as part of the culture. In part these values are transmitted from one generation to another through the schools.

Just how important the inculcation of social values is to a political government is indicated dramatically by the action of the totalitarian states. Immediately upon coming to power, it has been the policy of these states to assume the management of the schools in order that young people may be indoctrinated quickly and completely with that set of values which the dictators espouse. Nor need the analogies be drawn from the totalitarian states. The history of education demonstrates clearly that no political state has failed to teach to youth those values which are fundamental to the existence of the state though not so quickly as do the totalitarians. There is no alternative.

Public education in the United States is dedicated to a democratic way of life which guarantees the dignity and worth of an individual. In a political state which rests on such a foundation, there are certain values which must become part of the lifeblood and thinking of every youth who passes through the schools and enters the adult working world of the republic.

First among the values which society passes on to the youths through the schools is a love of country and a willingness to defend it with his life, if need be. In addition, he must understand and appreciate the perplexing economic, governmental, and social problems which confront us, and he must be willing to share in the solution of these problems for the common good. He must have acquired cultural and personal resources which will enable him to use wisely for personal and social enjoyment the ever-increasing amount of leisure time which is vouchsafed our citizens. The youth who is approaching adulthood needs preparation for the assumption of family responsibilities; all need the knowledge of proper health standards for the individual and the community. Youth also needs to be able to use the tools of civilized living—sometimes known as the three R's—better than any other generation has been able to do. These constitute a few of the values and resources which a democratic society passes on to youth through the schools. The total provides for the transition from depend-



With nineteen solo flying hours to his credit, an NYA worker checks oil leaks while "running in" a Wright Cyclone engine on the Resident Defense Project at the U. S. Army Air Depot, Grant Union High School, Sacramento, California.



ence to self-reliance; the process may be called induction into adulthood.

One element in the process of transforming a youth into a producing member of society is work experience. For practically everyone born in the United States it is necessary to earn a living in some sort of productive work. All of the values or skills which our society transmits to youth are important. Each one could be amplified beyond the limits of this discussion. It is the purpose of this article to discuss only one—the importance of work experience in the organization of a school.

#### WORK HAS NOT BEEN A FUNCTION OF THE SCHOOL

The schools have never before conceived it to be their responsibility to furnish direct work experience for young people, nor has our society so considered it. In colonial times the responsibility to train youth to perform useful tasks of value to the community or the individual was specifically delegated to the family. Ample opportunities were available in the home to provide work opportunities for youth. A considerable number of persons now in responsible positions have received their first work experiences through chores performed on a farm, in the home, or in a small business establishment which the family operated.

Incidental work opportunities for young people in school no longer are so plentiful in the home and the community as they once were. As the Nation changed from an agrarian to an urban civilization, the duties of an earlier date in, carrying water and wood or in performing other chores in the home have largely disappeared. The development of mechanical aids have eliminated many work opportunities which formerly existed both in the home and the community. Changes in the economic structure have merged many small business enterprises into large ones. Formerly, many youths could get work experience in the family grocery store or the corner drugstore. But today that possibility is almost entirely eliminated. The change from horse-drawn to automobile transportation for the family has reduced materially the incidental work opportunities for boys. This reduction in opportunities for youth to gain work experience incidental to school attendance, coupled with the difficulties of securing work experience when formal school attendance is terminated, makes it obligatory for the school to provide work experience for every youth who attends.

Society has always expected youth to learn to work and opportunities were provided either in the established communities or in the western frontier which was constantly moving. And a benevolent government assisted in the process by giving away homesteads to young persons who were twenty-one years of age or the heads of families. All in all the government gave away two hundred eighty million acres of land to homesteaders—an area equal in size to Illinois, Iowa, Wisconsin, Minnesota, Michigan,

Indiana, Ohio, and Pennsylvania. A very large number of these homesteaders were young people who were thus given a chance to become self-supporting productive citizens and pillars of strength in their local communities through their own labor. The tradition grew up that we are a nation of rugged individualists who could care for ourselves under any conditions. But all too frequently it was entirely overlooked that the rugged individualist, whether a homesteader or the builder of a transcontinental railroad, was assisted by direct subsidy from the Federal Government. In an earlier age it was possible for anyone who was dissatisfied with the school or with his station in the productive society to find work in the West as our forefathers conquered a continent. In fact, the demand for workers was so great that a vast army of immigrants was easily absorbed—often they were sought—to assist in the development of the continent.

#### DIFFICULTIES OF INITIAL EMPLOYMENT

During the past few decades conditions have changed. All the desirable homesteads had been pre-empted. No longer could young people who were dissatisfied with the school or with their lot in society go west and grow up with the country. The farmer, by use of modern machinery and methods, became much more productive. As a striking illustration may be mentioned a recent statement of the Secretary of Agriculture who said that a hundred and fifty years ago conditions required nineteen persons living on the land to support themselves and one in the city. Today, one worker on the farm can produce enough to support three persons in the city and contribute to the support of one overseas. In industry the productivity of the individual worker has increased many fold. For example, it has been said that power machinery used in mining iron ore in northeastern Minnesota enables three men to produce more iron ore in a given period of time than could be produced by three hundred men in a similar period at the time of the first World War.

For one hundred fifty years, the birth rate has been falling steadily in the United States. In 1790, there were approximately twelve hundred fifty white children under sixteen years of age per thousand adults over twenty years of age. In 1930, there were only five hundred white children under sixteen years of age per thousand adults twenty years of age or over. Such a ratio of adults to children, coupled with the fact that the average life span is increasing, makes it increasingly difficult if not actually impossible for young people to find productive work for which they are paid.

These illustrations are not presented as an inclusive catalogue of the factors which make it difficult if not impossible for young people to secure remunerative employment. Rather they should be considered indications of the problem of adjusting youth to the economic society in which they live.



Bread is baked daily in the bakery of State Hospital, Anna, Illinois, where NYA out-of-school youths achieve skill through actual work experience.

#### SCHOOLS HAVE ABSORBED YOUNG PEOPLE

School people know very well what happens to the young people who cannot find a place—are not at present needed—in our productive society. They have flocked to the public schools in unprecedented numbers because there was nowhere else for them to go and because the American public has long had faith in the value of formal school attendance. The enormity of the task of providing school seating for a secondary-school enrollment which has doubled every decade since 1890 and the problem of providing a corps of teachers with even minimum training for the ever-swelling enrollment has been a major task for school administrators. Coupled with these tasks have been the problems of internal organization and administration—such as the organization of the guidance program—of which any school administrator of the last two decades is well aware. In addition, the problem of financing an educational program for the ever-growing population has been pressing.

Let no one minimize the problems which the ever-growing school population has presented. And great progress has been made in their solution. But not all youth unable to secure jobs have been cared for in the schools. It has been reliably estimated that two million to four million young people between the ages of sixteen and twenty-five are out of work or are engaged in emergency projects. It must be recognized, too, that a large, but undetermined number of those now enrolled in school would quickly terminate their school attendance if there were even a remote possibility of securing a job, no matter how modest the compensation might be. To this group of unemployed young people are added a considerable number each year. It is estimated that approximately five hundred thousand

more young people drop out of or finish the schools to enter the labor market each year than have been absorbed in industry. Thus, the problem of finding a job for a youth becomes ever more acute because jobs are being held by adults while the inexperienced youth must await his turn for employment. These young people desire work but are unable to get it. In part, their difficulties are lack of experience.

The ability to work steadily for protracted periods of time is an acquired characteristic. In the process of making this adaptation a youth needs experience in working for several hours on a job. Such an experience runs counter to the organization of schools.

The school must accept its share of the responsibility in providing work experience because it is the one agency best fitted to prepare youth for active participation in society. The school must provide work experiences for all because incidental experiences in the home and the community are so much less frequent than they were formerly. For many youths, it must also provide some experience in the interval which must elapse after they leave school and before they can enter the productive life of society. The school has a responsibility for the youth until he has been adjusted to his job even though his formal school attendance has been terminated for some time.

#### GRADUATES CANNOT ALL ENTER WHITE-COLLAR OCCUPATIONS

Historically, the secondary school has been a college preparatory institution. By and large, this function has been well done, but today college preparation fits the needs of only a small percentage of the secondary-school enrollment—considerably less than one quarter. Another group of pupils—certainly not more than one fourth—are provided for in the unit trades courses which lead to the highly skilled trades. But for over one half of the pupils enrolled in the secondary schools specific vocational training either for college entrance or for a highly skilled trade will not suffice. Most of these pupils will enter the semiskilled or unskilled occupations. They have been called by the National Association of Secondary-School Principals the “educationally neglected” because neither their vocational nor social needs are provided for adequately by either the college preparatory or the trades curriculums. For these pupils, even more than for the others, work experience during school attendance is highly desirable.

Traditionally, the secondary school has pointed its product to the professions, the white-collar jobs, and to a lesser extent toward the highly skilled trades. For a time this purpose was easily realized because enrollments were small. During a period of unrestricted immigration when many foreign-born or first generation children were available for, and eager to accept, the unskilled or semiskilled jobs, the absorption of all secondary-



The ceramist's art has reached a high degree of excellence at the NYA Work Experience Center, Habersham, Georgia. Note the smooth quality of work done by this young woman.

school graduates into white-collar classes was possible. But with two thirds of the youth of high-school age in attendance at the secondary school it becomes impossible for all of them, or even a majority, to be so absorbed. Recently, information collected from youth in North Carolina indicated that for thirty-one white boys who wished to enter the professions, one did so as his first full-time job; twenty-six times as many white girls secured their first paid jobs as domestic servants as expressed a desire to do so.<sup>1</sup> The disparity between the desires and realizations of Negro youth was even more marked. We do youth a disservice if we prepare him to be a clerk when he might have been happier as a semiskilled mechanic. And we do nothing but build up frustrations for youth if we prepare him for a white-collar job when he will spend his life as a semiskilled or unskilled worker. For more than half of the youth in our high schools there is no alternative. A solution which no schoolman would seriously consider is the reduction of secondary-school enrollment to such proportions that the product could be absorbed in the white-collar occupations. Such an alternative is unthinkable in that there is no other place for millions of young people, even though the needs of uncounted thousands in schools are inade-

<sup>1</sup>Lovejoy, G. W., *Paths to Maturity*, Findings of the North Carolina Youth Survey, 1938-40. Sponsored by NYA, WPA and University of North Carolina. Mimeographed 1940, pp. 132-133.



quately met. Rather the solution is to face the problem realistically and to provide for the needs of the "educationally neglected." For many of these pupils the work opportunity provided by the National Youth Administration, both in and out of school, is the most valuable experience which the youth encounters.

Nor should the fact that many of our youth will work in the semi-skilled or unskilled occupations cause concern. It is obvious that the children of all of us are going to do the manual work of this country on the farm, in the factory, in the distributive occupations, or in personal service. If the American people believe in democracy—in the dignity and worth of the individual—in the value of all socially desirable productive work—there need be no heartbreak that a son does not enter the professions. The concept that manual work is degrading is an outmoded relic of the days when one class in society lived off the labor of others. Probably the superiority which some of the second and third generation youth in America—and their parents—felt toward the immigrants who could not speak our language has much to do with the lack of dignity with which manual labor has been held. This implies, of course, that the differential in remuneration between highly regarded professional occupations or executive positions and semiskilled vocations must be reduced so that all of our population may achieve economic security, decent housing, adequate food, proper medical care, and a share of the cultural advantages for leisure time. But we are here concerned with only one factor, the place of work experience in the school organization.

Somehow the idea has gotten abroad among certain sections of our population that work is a necessary evil by which man keeps himself alive. Anyone who has given a boy a job by which he could earn enough to keep clothes on his back so that he could face his fellows in school with a steady gaze knows the untruth of that assumption. Anyone who has seen the enthusiasm with which out-of-school youth do manual labor on an NYA out-of-school work project or in a CCC camp at subsistence wages knows there are moral and spiritual values in work which cannot be overlooked in any program of training youth to enter adulthood. Every youth has the right to such an experience.

It is not to be inferred that some youth, especially those from the low economic groups, should be given manual work experiences and that the children of favored economic groups should be given another type of work experience because they may have different vocational objectives. Rather all youths should have a variety of experiences with work as they progress through the schools so that they and their families may choose more intelligently among many possibilities for a life career. Furthermore, vocational objectives may well change several times during the period of general edu-



Steel reinforcements are raised by NYA workers for the 54,000-dollar building under construction at the county fair grounds, Fresno, California.

cation in the light of one's intellectual capacity, family opportunities, and individual preferences. This implies, too, more adequate guidance service than is now generally available in schools so that every youth may realize his full potentialities in terms of his interests and abilities irrespective of the financial status of his family.

#### HOW WORK EXPERIENCE MAY BE PROVIDED

Society can provide work experience for youth through a variety of ways. Some families can still provide opportunities on the farms and in the family store. But only a few can be so accommodated, especially in towns and cities—and usually they do not receive a wage for the service performed so that they may feel any sense of independent achievement. A few youths will be enterprising enough to secure, or possess sufficient ingenuity to create, a job which will furnish both cash wage and work experience. A few schools have modest sums which may be used to employ a few youths on socially desirable work. There seems no likelihood that private business, even under the stimulus of the defense program, can provide employment for the youth population within the next decade. Quite properly it may be said that youth is a community problem which has not or cannot be met locally. As a result, work experience for many youth must be provided at public expense if any large percentage is to be cared for even at a subsistence level. The Federal Government has filled in the gap in part through the CCC and the NYA.

It is true, of course, that schools could introduce work experience into the curriculum without pay and without Federal assistance if they wished to do so. Since everyone must work, and since a very large number of youth

cannot secure work experience at home or in the community, there is every reason why it should be included in the school experience of all. The inclusion of work experience without wages can be defended on more valid grounds than some of the activities now included in the curriculum, but the work experience would lose some of its effectiveness if it were not performed for a wage. The earning of a wage makes the experience real rather than preparation for an abstract or theoretical wage which the learner might earn in the future.

Nor is it to be inferred that schools have entirely neglected to provide work experiences for young people. The co-operative arrangements provided off campus for pupils engaged in courses which train for the diversified occupations is a case in point. In many schools prospective stenographers are given work experiences in school offices or as part-time secretaries for teachers. Work experiences are provided for many youth through service as a monitor or as an usher. Sporadic efforts at beautification of school grounds have often drawn enthusiastic volunteers who have gained some work experience and have tasted the satisfaction in a job well done. Innumerable work experiences abound in every school in producing the school newspaper, in issuing and accounting for athletic equipment, and assisting in the classroom and in innumerable other ways. Schools vary, of course, in the extent to which they have utilized these work experiences. Very few have exhausted the possibilities. There is every reason why all socially desirable work which can be devised should be included in the school's program. For large as Federal subsidies are, even though they be increased substantially in the near future, they cannot possibly provide work experience at a wage for everyone.

#### COMPLEMENTARY FUNCTIONS OF THE SCHOOL AND THE NYA

The difficulties which young people experience in securing work have their roots in social trends which have long been evident, but which have been almost completely ignored. In 1933, the present Federal administration took cognizance of the fact that young men were riding around in boxcars trying to find jobs, but were unable to do so. It organized the CCC camps as a temporary expedient. And that organization has become a permanent part of the social structure. In 1935, the Federal administration organized the National Youth Administration which is now assisting some four hundred fifty thousand young people to stay in school and college and is furnishing work experience to approximately four hundred thousand out-of-school youth in local and resident centers. In five years the program has moved through its first exploratory phase and gives every indication of becoming a permanent part of the Federal administrative organization, although the program is, and should be, flexible so that

experimentation may take place. The time has now come when the schools and the National Youth Administration **should** be more closely articulated in performing their complementary functions.

It may be mentioned, however, that the National Youth Administration has cared for only a fraction of the unemployed young people. This has been due to the fact that the assistance was originally thought of as relief. Such a belief is untenable. There can be no relief for young people who have never had a chance to work. Rather the Federal assistance is an opportunity to get started. There is a strong indication that the scope of the NYA is to be broadened to provide for every youth in America who needs and desires work experience irrespective of the financial status of the family.

Every youth who wishes to attend school through the period of general education—roughly corresponding in terminal date with the junior college—should have the right and privilege of doing so. This implies that curriculum revision will prepare school experiences which are profitable. It also implies that financial assistance will be available through the NYA or some other governmental agency to enable young people to continue in school if their families cannot afford to underwrite the cost. Such assistance may be granted in the form of payment for socially desirable work. But the grant in many cases must be larger than is now available at the secondary-school or college level. That substantial numbers of young people do drop out of school for lack of funds at much lower levels than is here recommended is amply demonstrated by youth surveys.

Beyond the period of general education there are substantial numbers of young people who are unable to obtain vocational training in colleges and universities because they or their families cannot underwrite the cost even though a scholarship covering tuition is available. The number of intellectually able young people who for financial reasons cannot secure the vocational training they desire and who would profit from such training is probably as large as the number of intellectually able young people who can afford vocational training in a higher institution. To fail to train these ambitious, able, but impecunious young people is a tragic waste of one of our most precious natural resources. Governmental subsidy for competent young people to secure vocational training is necessary. Such subsidy must be substantial in amount, and should be granted for the performance of socially desirable services performed by the individual recipient.

#### RESPONSIBILITY OF THE SCHOOL

The American Youth Commission recommends that any youth who has reached the age of sixteen and who can profit more from work than from continued attendance at school should be placed on a job which will furnish him work experience. This recommendation is met in part by the



Here is a view of the well-kept buildings and campus at the NYA Work Experience Center for colored youth, Indianapolis, Indiana.



NYA out-of-school program. But a youth's training should not cease. There is every reason why he should receive related training through the schools. This related training cannot be the formal secondary-school program which has grown up, either in vocational education or intellectual experience. Out-of-school youth employed by the National Youth Administration work from fifteen to twenty-two hours per week. In order to employ the full time of these young people, the United States Office of Education, through the commissioner, has assumed the responsibility for working out appropriate training programs in the schools and in subsidizing in part such training courses.

The responsibility of the local schools and the school administrators is perfectly clear. What is needed is the use of school facilities for the solution of problems in a way recognized as vital by young people. The need may be met by information about everyday physics which is closely related to work experience in radio or metal work. It may be a course in beauty culture related to a sewing project for girls. It may be instruction related to scientific farm management for those who will enter agriculture. And for all there can be lectures in language that young people understand, and discussion in which they participate actively and vigorously. In addition to training related to the job, there must be discussions which deal with the critical, social, economic, and governmental problems which perplex us. Perhaps these problems should be stated as questions. Why do we have labor unions? Why can't I get a full-time job? Why doesn't everyone have a good house? Why do we have war?

In addition, there must be the closest articulation between the placement agencies, the National Youth Administration and the schools. If guidance counselors can be provided by the schools, as has been done in Pittsburgh, an additional value has been given to the program. In isolated instances the challenge to the schools has been met squarely, for example in Pittsburgh, in Detroit, and in Indianapolis. But in most communities the responsibility for out-of-school youth has gone by default.

With respect to the NYA-aided youths the schools have a more immediate and equally important task. The money is allotted to the school which then assumes responsibility for finding jobs, supervising the youth on the job, and of making the work experience of maximum value. Many schoolmen have done so. This publication of the National Association of Secondary-School Principals lists a number of illustrations of good practice collected from twenty-two states. Let no one underestimate the difficulty of finding enough good jobs to employ six hundred or more youths in a metropolitan secondary school on socially desirable non-competitive jobs. In all probability the jobs cannot be found within the school.

## SOME SUGGESTED JOBS

In 1939-40, there were assigned over forty-eight thousand youths to school maintenance. The work is socially desirable, but it can scarcely offer vocational possibilities for fifteen per cent of the NYA-aided youths. In isolated instances, youths have been assigned to corridor duty. Such an assignment can scarcely be called work experience. Frequently, pupils are assigned to teachers for whom, in some cases, they have been asked to grade papers. Certainly there are other services within a department such as arranging exhibits, preparing illustrative material and the like which furnish real work experience. The search for jobs should not be limited to the building and its adjacent campus. Rather the school must seek work experience in the community. When funds are available to employ a significant fraction of the youth population, it is perfectly evident that the work experience could not possibly be confined to the school.

The experience of those who have organized a community council on which were represented service clubs, the junior chamber of commerce, the Y.M.C.A., religious organizations, labor, the schools and other groups interested in young people has been heartening. Socially desirable, noncompetitive jobs are available in the community, in parks, and in public offices. For example, it is possible in most, if not in all, communities to produce a more beautiful environment through judicious planting of shrubs and flowers. Almost without exception it would be possible for the community council to secure some organization in the community—for example, the Rotary Club or the village council—to underwrite the cost of seedlings and flower seeds. There are very few communities which have adequate leadership for, or supervision of, the play activities of young children. Sixteen- or seventeen-year-old youths can quickly be trained to furnish recreational leadership for elementary and junior high-school children during the late afternoon and on Saturday. Such supervision will keep children off the streets, it will indicate both to the children and to the community that little children have not been forgotten in our preoccupation with national defense, and it will furnish socially desirable noncompetitive jobs for which young people can be paid a wage.

Both in- and out-of-school youths desire more and better recreational facilities than are provided. In practically every community can be found an unused building which can be renovated and placed in service as a recreational center. Both in- and out-of-school youths may gain work experiences on such a project, readily recognized as of great social significance to the community and to youth. Out-of-school youth may be assigned to the management of such a project.

It is to be expected that youths will be rotated to some extent on jobs so that they may enjoy the advantage of exploring several types of work



A patient is pleased with the tray of food prepared and served by an NYA worker, Hospital Aides Project, Cass Lake, Minnesota.

opportunities before entering the labor market. Such a concept of work opportunity is in line with good educational procedure.

#### SUPERVISION IS NEEDED

It is readily apparent that the administering of a program of work experience, the supervising of the youths on the job, and the prompt and accurate payroll reporting to the NYA officials are not tasks to be handled between telephone calls. No one would be guilty of teaching youths slovenly habits of work; it is unthinkable that youths would be certified to receive pay for work which had not been performed. In addition, inexperienced workers need supervision and assistance so that they may develop good habits of work. In small schools with a half dozen, or fewer, workers, the problem is not particularly acute. But in metropolitan secondary schools which employ several youths the organization of the program is more exacting than the organization of the activities schedule. Certainly the time involved in management will be no less than that required for public relations. If it is desirable to hire a coach for athletic teams, or a sponsor for the newspaper, certainly it is just as defensible for the board of education to defray the cost of organizing the program of work opportunity, whether it requires the service of one person for an hour a day or the full time of one or more individuals. A few schools have adopted the tentative standard of furnishing one hour of a teacher's time for supervision.

It may be argued that the emphasis on work experience which is presented here will require a rethinking of the internal organization of the school. But changes have always been made in school organization due to social demands. Music came into the schools because of the demand of the

protestant clergy for better congregational singing in church on Sunday. From this beginning and because of the attention of school administrators, music has progressed until there may be found a cappella choirs which are professional in their performances, and 150-piece marching bands which are the pride of the community and the darling of the local principal. Music has become such an integral part of the school's organization that no school administrator would abolish it from the curriculum if he could.

#### SCHOOLS CHANGE DUE TO SOCIAL DEMANDS

Many citizens were appalled during the first World War because a very large percentage of the young men who were examined for the armed services of the Nation were rejected because of physical disabilities. As a result there was social demand that the schools should take steps to improve the physical health of young people in the schools. In response to the demand, gymnasiums and stadiums have been built and physical education has been incorporated as part of a school's organization. It was assumed that the health of young people would be better as a result. That assumption is now being tested by those who direct our armed forces. If as large a percentage are rejected as were twenty-four years ago, physical education would not disappear from the schools. Rather it would be redirected in the light of objective fact. But it would be retained for it has demonstrated its value both to those who administer schools and to the supporting public.

Perhaps another illustration is in order. A quarter of a century ago activities in the schools were very meager in number and poor in resources. But activities came into the schools as a result of social demand and in order to meet the needs of youths. At first they were opposed by the school administrators, later they were tolerated, finally they were welcomed and fostered. It was in the third stage of development that the activities program has prospered until it has become a vital factor in school organization. There is not a school administrator who would organize and operate a school—if he could—without activities. For these practices, whether they be football, clubs, the newspaper, or the assembly, have demonstrated beyond question their value as educative instruments. Today in Chicago one hundred thousand people congregate to see a public and a parochial secondary-school football team play for the city championship. To have suggested twenty-five years ago that such a number would ever see a secondary-school football game would have marked the prophet as a mentally unbalanced person.

The analogy between the activities program and work experience is clear. The addition of activities to the program has made school organization more complex. Schedule making is much more difficult. The time and energy necessary to administer the school has been increased since



How to portage a canoe is one of the tasks learned by an NYA worker at the Resort Helpers Project, Eveleth, Minnesota.

activities were fostered rather than tolerated. But there is no turning back.

Work experience stands, in relationship to school organization, where the activities program did twenty-five years ago. It is tolerated, but in most schools it has not been fostered. Work experience for youths, subsidized by the Federal Government, exists in response to a social demand. What we will do with it in the decades to come can remain only conjecture, for no man can see clearly that far into the future. But it is perfectly clear that work experience as a part of school organization will transform the secondary school. It will force the reorganization of the curriculum. In all probability it will transform the school into a true community enterprise—the community school about which so much is written. It may even transform the school from preparation for living to a vital living experience.

#### SCHOOL ADMINISTRATIVE GROUPS HAVE ACTED

Let no one underestimate the difficulties involved. The scale of wages to be paid to youths must be reviewed. The problems incident to articulating the efforts of youths with the industrial system will of necessity be faced. The adult population must see the value of work on socially desirable projects for young people under governmental subsidy because there is no place in private industry. The labor unions must be brought to view with sympathy the problem of work experience for youths. The time schedule of secondary schools must be adjusted to the needs of those who have severed their full-time connection with the schools. All of these are serious problems which must be solved, but none are insuperable.

The National Association of Secondary-School Principals and the American Association of School Administrators are fully aware of the im-

portance of work experience in the development of young people. The organizations have appointed a joint committee known as the National School Work Council which confers regularly with officers of the National Youth Administration.

The National School Work Council and the National Youth Administration, in co-operation with the United States Office of Education, have established state school work councils in fifty areas (forty-eight states, New York City, and the District of Columbia). The school work councils consist of representative administrators from local school systems and members of state departments of education. The councils meet regularly with the NYA administrative officers in each state so that both the schools and the NYA may make better provision for youth.

Recently, five regional conferences have been held in San Francisco, California; Denver, Colorado; Cleveland, Ohio; New York City; and Memphis, Tennessee. Reports from these conferences indicate that, in all states, more progress has been made in improving the in-school program and in articulating the out-of-school program with the schools than could possibly have been expected when the state school work councils were organized in August, 1940, in Denver, Colorado, and Washington, D. C. There is a growing feeling among schoolmen and NYA officials that there is only one NYA program: a *School-Work* program for those enrolled in schools and a *Work-School* program for those who have terminated formal school attendance. In the former, the emphasis is on school with work as part of the total experience; in the latter case, work assumes the principal role, but related training is by no means to be overlooked.

The National Youth Administration and the schools have complementary functions to perform in fitting young people for a place in society. These functions are now more clearly perceived and better performed than has been the case formerly. With the co-operation of government, industry, labor, and all who are sincerely interested in youth, it will be possible to solve the difficult problems of eventually finding places for all youth in private industry and of providing work experience in socially desirable projects in the interim so that the character of youth may not be debilitated by enforced idleness.

## CHAPTER II

### Work and Education

#### WORK AND EDUCATION: WAGES AND SCHOOL CREDIT

WILL FRENCH

THERE IS A GOOD DEAL of current support for the idea of incorporating work experience more largely into the educational programs of American youth. Part of this support grows out of a feeling that working would be a good thing for youth socially, emotionally, and physically. Part of it comes from actual experience with work education in the schools at the college as well as at the secondary-school level and also in connection with the programs of such organizations as the CCC and NYA. It is therefore rather generally agreed that well-selected experience at real work under the supervision of one who knows how to make it most educative for the youthful worker is not only good work experience but also good education experience.

To make such a work experience most educative it must of course be suited to the student worker just as any other aspect of educational program must be adjusted to the needs and abilities of a student if he is to learn the most from it. To make such work experience most valuable to the worker student it must be a real, practical job. The best test of this is that the job produces something of economic worth to society either in the form of goods or services. As work experience tends to reach both of these standards it will at one and the same time be both good work and good education and the fact that it produces valuable goods or services probably enhances its educative value rather than decreases it. One need not think of work as something that produces wealth and education as something else that produces school credit. That an experience can do both has been recognized in various types of vocational education where earning and learning have long been accepted as legitimately concurrent activities.

This point of view is now of increased importance because new fields for the application of this principle are unfolding at the present time due to the inauguration and growth of the CCC and NYA programs. Through these agencies thousands of youth, out of school and out of work, have been

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NOTE: The school administrators at Sedan, Kansas, and Clayton, New Mexico, whose reports follow, have extended work experience far beyond the number who receive NYA assistance. This extension of work experience to a large number of youth is a serious attempt to use work as a part of the education of every youth. They are presented, not as perfect specimens, but as interesting and provocative experiences which other schools may wish to study.—P. B. J.



provided useful work that earned wages. Those in charge of the agencies have sought from the first to provide a chance to learn while and through working. Thousands of other in-school youths who would have been unable to stay in school without part-time work have in co-operation with local school authorities been provided with such work as a means of preventing their withdrawal from school. Both the NYA staff and the school authorities have seen the necessity of making this work real and honest, and both have seen that it could be made a really educative experience for these youth. Throughout the country the Federal agency and the local schools are working together to make this work experience good: good as work, in that it is worth doing and really earns the wage; and also good as education, in that it really teaches the youth to be a better worker.

So far, however, too many of these work programs have almost wholly grown up alongside but outside the schools' educational programs. The schools have helped develop and supervise work programs for which the youth receives wages. The schools already had educational programs for which the youth receives school credit. Yet, if the principle that good work experience is good education experience is sound, then a good work program is part of a good education program and success in it should earn credit as does success in any other part of the educational program. The fact that wages are earned from this work should not prevent credit being earned from it any more than is the case with students in co-operative programs of vocational education where both wages and credit can result from the same work experience. If the work provided is good, it ought to earn wages for the worker student, and wages at a rate comparable to other kinds of useful work. Being good work, if properly assigned and supervised, it is good education and ought to earn credit for the worker student at a rate comparable to other educative experience. A corollary of this is that if any part of the existing educational program is good work in that it produces useful goods and services available for community use then NYA wages can legitimately be earned along with credit for such activity. Only educators who cling to an ivory tower concept of education as something necessarily apart from life can object to this proposal which recognizes the possibilities of integrating work and education, earning and learning, and hence wages and school credit.

The best we know in the philosophy of democratic education and in the psychology and physiology of learning argues for a synthesis of experience that makes all purposeful work a source of education. Hence, wages and school credit can be legitimately related and can run concurrently from the same activity. In fact, if work is not educative for a youthful worker it is wasteful to pay him a wage for it. If education is not work for the youthful learner it is wasteful to allow him school credit for it.





The construction of vocational shop buildings is a project employing NYA youths at Sedan (Kansas) High School.

#### WORK EXPERIENCE AT SEDAN, KANSAS

R. L. JEWELL

THE ORGANIZATION of any work program in a school should take into account the entire student body; the program at Sedan, Kansas, does so. At the beginning of the school term every boy and girl who either needs work to stay in school or who desires work as a necessary experience is urged to make application to a special committee.

On this application the student is asked to specify the work experience he has already had and to suggest the type of work which he feels he can best do. After the applications have been filed they are carefully checked in the office. The most desperate cases who can qualify for NYA work are placed in that group. Then the other workers are checked and a plan is devised to secure work for these. The Board of Education is informed of the situation and is asked to set aside a sum of money to be used in paying the workers. This budget is then allotted to the needy students.

It is then necessary to contact all service clubs and commercial organizations to solicit their interest and co-operation in the program. Then there is set up in the school an employment bureau where local people may call at any time to secure the type of labor they desire. As an example of what a week may find: On Monday the manager of the grocery store calls and says he needs four boys to work as bill peddlers. This job will take three hours for four boys to cover the town for which they will be allowed twenty-five cents per hour. A certain group of boys who know the town, and who are responsible, are given the job as bill peddlers. The same day the owner of the drug store calls for a scrub boy who would go

to work at three o'clock and spend six hours in cleaning the fountain and the kitchen at twenty-five cents per hour. The office secretary interviews two or three boys from the list and sends the boy who will best meet the needs. The next day a call may come from a citizen asking for a boy to rake the yard on the following Saturday. The wages and plans are outlined, a boy is given a card for the job and is told to report at eight o'clock on Saturday morning. That afternoon a local woman calls to ask for a girl to stay with children during the evening while parents attend social gatherings. Other calls continue to come asking for stenographers, girls to stay with children, girls to wait on tables, boys to act as grocery clerks, dishwashers, and almost every known type of work. A check of the ninety-six boys in high school shows that forty-seven have some definite work each week for which they receive pay. Of that group, thirty-two received their jobs directly through efforts of their school. Two boys serve as janitors at the post office and telephone office for which they receive fifteen dollars per month. It is understood by the student body that they have friends in the office who will work with them in every way to secure some type of employment. It is also understood that students have some special responsibility to their community for which they receive no pay. For instance, they must give programs, aid clubs and civic groups in entertainments without pay. A third type of responsibility which the school seems to feel it has to the student is to help him to create jobs when no jobs exist. During the past winter, when no apparent jobs were available for boys, a group was organized into a woodcutting organization. They fixed a tractor to a power saw and in co-operation cut some forty or fifty ricks of wood. The school, acting as solicitor, sold the entire fifty ricks for which the boys received two dollars per rick. The money was divided among the workers and at least ten boys benefited in some way from this activity. Two other boys during the Christmas holidays secured Christmas trees from the surrounding territory and sold them through the school, and in this way secured money for school expenses for at least two months. Certain groups of students secure concessions at various activities and thus make extra money.

In organizing the NYA program, each youth was considered as to his need and the benefits to accrue to the school as a result of his labor. The question of proper supervisors for each worker and the attitude of those supervisors is one of the most important points to consider. The supervisors must be interested to the extent that they want a student to become a better worker. The student is impressed with the need of getting along with his supervisor. Most of the responsibility for the success of the job must be attributed directly to them. Sometimes workers are shifted in order that they may experience a change in supervision. This acquaints them with different types of personalities and gives them what we believe to be some

of the most valuable training—the art of getting along with other people.

In every school program, in addition to accomplishing the work, there must be some related training; so at regular intervals students are given instructions as to what they need to learn and need to do in order to become better workers. The way we determine the things they should be taught is from the suggestions handed in by the supervisors. Each year, new ideas are presented which become the basis of this related training. In Sedan, Kansas, much has been accomplished in the correlation of the in-school and the out-of-school program. On the out-of-school program, NYA youths have built a modern playground and athletic field. Early in the year 1937 was begun the revamping of the entire school grounds to make a modern athletic plant on the school grounds. Out-of-school NYA youth were engaged to level the grounds and grade them. A modern fieldhouse with dressing rooms for both visitors and home team, with office and separate unit for the coach and a storeroom for athletic supplies, with individual showers for each group was constructed from sandstone. In addition, a lighting system for night football was erected, and bleachers to seat some eight hundred people were constructed. In building this plant, local needs and local assets were carefully considered. The fieldhouse was built from native sandstone which was secured at no cost for the stone. The bleachers were made from oil field pipe secured from the Prairie Oil and Gas Company at no cost to the school. The braces and frames for these bleachers were welded together and to these frames and braces were bolted native lumber. Instead of using high-priced telephone poles to mount the lights, towers were built from two-inch gas pipe and on each tower was mounted a battery of four 1500-watt lamps. These towers cost approximately eight dollars each, while the telephone poles the same height would have cost more than fifty dollars each. In addition, tennis courts and horseshoe pits were built to afford summer recreation facilities for Sedan youth. A baseball field, a track, and a softball court are in process of construction.

The second summer was spent in a complete renovation and repair program of both grade- and high-school buildings. All desks and floors were sanded, cleaned and sealed, walls were redecorated, sidewalks were built and the heating plant was completely overhauled. The third year, which is just closing, the vocational shop was built by the out-of-school NYA, and the local school has moved into the shop and is using it. It is a building of native limestone, 123 feet by 34 feet 8 inches. The NYA supplied the supervision, the local board supplied the inexpensive materials, and the boys did the work. The vocational agriculture class meet regularly in the building and are making themselves a distinct community asset. During the month of February, they butchered for farmers in the community more than nine thousand pounds of pork. Farmers brought the hogs to the

building and the following day called for them. They had been butchered, and the meat cut, and prepared either for the locker or for home curing.

The vat for scalding the hogs was prepared by NYA youths. It was made from an old boiler which was cut in two by the youths. A brick furnace was built under the vat, and other necessary preparations were made. The NYA youths who prepared the facilities received work experience for which they were paid. The community received a service, at low cost, for which there was social demand. And the F. F. A. boys received work experience for which a small service charge was paid by the farmers.

At present, the vocational agriculture boys are testing seed for farmers and will, a little later, treat all seed potatoes which will go into the gardens of the community. They recently conducted a school on the repairing of farm implements, and twelve boys, in the presence of seventy-one farmers, showed simple repair methods of three essential pieces of farm machinery.

At present, the out-of-school NYA youths are building a second unit in the vocational program which will be exactly the same size as the present shop but will be used to house a homemaking unit. In this unit, girls will have an opportunity to learn every phase of homemaking. At present, the NYA youths are organizing themselves with their own officers in an effort to improve the character of work and the attitude of the workers.

Related training for NYA out-of-school workers was at first provided by volunteers in the community because both the NYA supervisors and the school faculty felt that theoretical training was a corollary to practical skills. The banker taught bookkeeping, the county agent lectured on soil and conservation, the county engineer taught about roads and bridges, the grocer explained citizenship. The training was effective because it met a felt need in the lives of the youths who were enrolled.

The project at Sedan, Kansas, is an indication of what can be done with modest resources if the principal really believes in providing work experience both through the regular school program and through judicious use of the NYA resources at his command.

#### PROJECTS AT CLAYTON, NEW MEXICO

BERRY N. ALVIS

CLAYTON IS THE COUNTY SEAT of Union County. The city has a population of three thousand. The county is a large one with a small population. Eighty-five miles long and sixty-five miles wide, it has a population of only nine thousand people. At one time the county was a great ranching country, but in the twenties much of it was broken up for farming. The drought from 1930 to 1937 put the county into the Dust Bowl. Three thousand people moved from the county before the Government came to their aid. WPA and NYA projects were started.



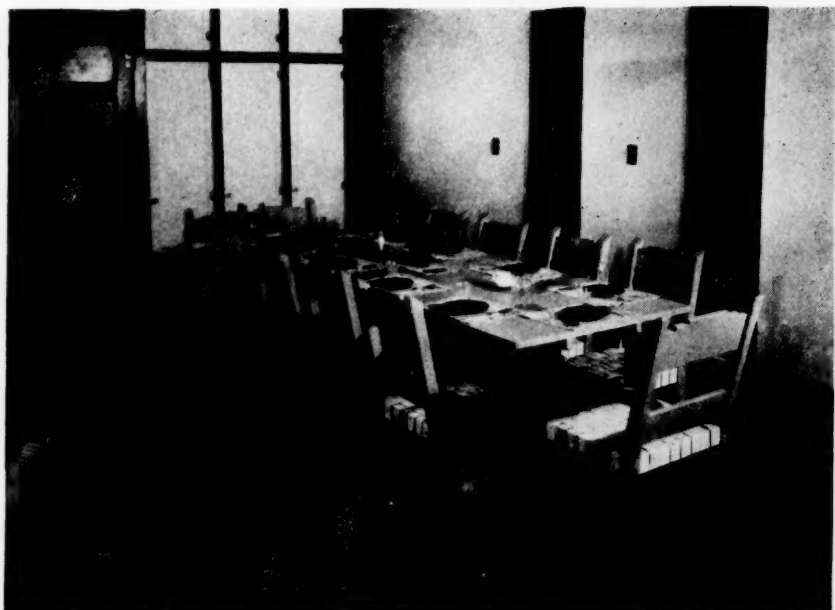
Butchering hogs and trimming, cutting, and preparing the meat for the locker or for home curing gives valuable work experience to NYA and FFA boys, High School, Sedan, Kansas.

Clayton needed a new high school, gymnasium, home economics department, agriculture building and stadium. More than half of the students of the county were attending school—four hundred fifty being the enrollment. The NYA started to furnish the entire plant with curtains, chairs, desks, and everything that was needed in the way of furniture. Every piece of furniture had been made by NYA labor and from New Mexico material.

The first project was one of woodworking. Tables, chairs, beds, and other articles for the home economics department were made. Heavy massive furniture of the old Spanish design was used. This included twelve dining tables, fifty chairs, and a buffet for the dining room. For the living room a divan, two tables, two bookcases, and eight chairs were made. One bed, one vanity set, one chest, and one table were made for the bedroom. Part of the furniture from this department was displayed in the New Mexico room at the World's Fair in New York.

Iron rods for curtains and drapes were made by the boys in the blacksmith shop. The equipment of the home economics department called for a sewing class. The NYA started a sewing project that made table cloths, curtains, bedspreads, and other necessary equipment for the home economics department. For the gymnasium stage, the girls made a beautiful curtain decorated with old Spanish embroidery. Equipping the home economics department was the first big project for NYA boys and girls, and the cost to the school was about twenty-five per cent of what it would have cost if new equipment had been purchased. In addition, the students were learning marketable skills.

From this beginning, the new twenty-seven room high school was



Good taste, manual skill, and artistic self-expression were combined by NYA girls and boys in producing the furnishings of these rooms for the home economics department, High School, Clayton, New Mexico.

equipped with hand-made furniture and fixtures. The NYA boys made two hundred fifty straight chairs with rawhide seats for the study hall, library, typing room, and teacher's desk. Three hundred fifty armchairs were made for the classrooms. Twenty large tables were made for the study hall and library. Iron curtain rods were made for all of the windows in this new building. Teachers' desks, office desks, divans for the offices and the health room were made. Beds, tables, and other equipment were made. Since the building was of the old Spanish type, all the equipment harmonized well with the architectural scheme. The girls spun the wool and wove and dyed it for rugs and drapes. The dyes for drapes and rugs were obtained from plants and animals in New Mexico. The sheep weed made a beautiful yellow dye. A beautiful red dye was obtained from bugs. Walnut hulls made a beautiful brown. From two to four rugs were made for every room in this building. In addition to this, the girls made pillows for the new stadium bleachers, gym suits for the gymnasium classes, uniforms for ninety members of the pep squad, and seventy-five uniforms for members of the band. Furniture for the NYA office in Albuquerque was made by the boys in Clayton. The home economics department needed service for about three hundred people so the girls and boys here started on a pottery project and turned out thousands of pieces of pottery and dishes. The latest NYA projects are for national defense. The boys are working in the aviation mechanics department and the girls in the food and clothing project. Several of the girls are doing office work; one of them typed this article before it was submitted for publication. It has been found that the office girls do not have a great deal of trouble obtaining employment after several months' training in the school offices. They type payrolls, and do all of the regular correspondence of the school.

The students are assigned to projects in which they are most interested. They do much better work if interested in what they are doing. The work is under the general supervision of Superintendent Raymond Huff.

The regular out-of-school NYA supervisors and teachers supervise the out-of-school workers. However, all of these young people are taking some kind of regular school work, such as typing, shorthand, bookkeeping, woodwork, and welding.

The in-school NYA pupils work under regular school teachers or under regular NYA instructors. The regular NYA instructors are paid a small salary from the school fund. This gives the school closer articulation with them than would be the case otherwise. This is an advantage in conducting the general program. The secondary-school principal's job is that of supervising all NYA workers. The motto of the school is: "Get the best results you can from the pupil; give the pupil the best training possible."



Many of the students room and board in town during their senior year in school. These students are taken care of first.

The value of the projects to the community cannot be measured. However, a few examples of value in dollars and cents can be given. The NYA students made seventy-five beautiful uniforms for the band; the boys made the leather belts. A thirty-five dollar uniform was duplicated at an actual cost of four dollars and thirty-five cents. The cheapest curtain that could have been bought for the gymnasium stage was about a thousand dollars. The curtain made by the NYA girls actually cost eighty-six dollars and fifty cents. Chairs which cost a dollar and seventy cents to manufacture with NYA labor cannot be equalled for less than six dollars. Again, this may explain that NYA people have contributed immeasurably to the town and community. Recreational projects have kept from fifty to three hundred children playing during the summer months. The recreational and moral aid to this community cannot be measured. The community has a beautiful school plant that it could not have had any other way. It is a community center which is used by many organizations.

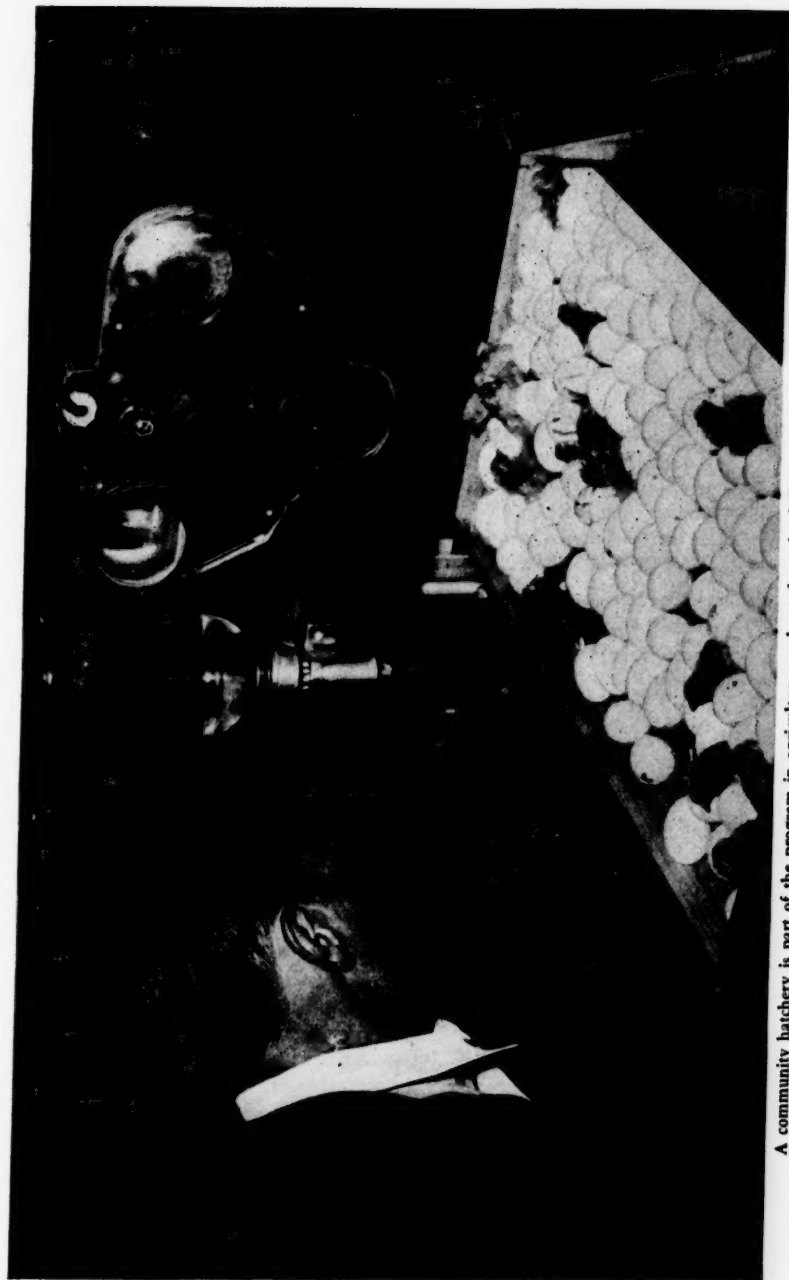
NYA has helped hundreds of boys to stay in school and has taught a trade to most of them. The woodworkers are in demand in many parts of the country; many of these boys are earning a good living by making furniture. Two boys who went to a business school in Albuquerque are paying their tuition by making furniture. Today, they are still going to business school and making one hundred twenty-five dollars a month each from their furniture sales. These are only a few cases of students who have become financially independent.

The NYA program in Clayton is so correlated with the school work that one cannot make any distinction between NYA work and regular school work. The NYA instructors are paid a small amount from the school fund so that regular school pupils can take NYA work as regular class work if they care to. In this way, the student body has the opportunity of taking many vocational subjects that they could not get otherwise. School credit is given if the student has been successful on his job.

The NYA in Clayton has helped in three ways: first, it has helped many students to stay in school; second, it has taught many of them a trade; and third, it has given very low cost equipment for a good school plant.

It is perfectly evident that the NYA experience at Clayton, New Mexico, is thoroughly articulated with the school and that the school has profited. Skills are taught, credit is given if it is desired, and the community believes that the school is a vital influence in the lives of boys and girls. What has been done in Clayton may be done in thousands of communities and will result in benefits to both the school and community.





A community hatchery is part of the program in agriculture conducted on the 365-acre farm operated by the NYA Work Experience Center, Habersham, Georgia.

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## CHAPTER III

### Some Selected Practices in Small High Schools

#### A FLOATING SCHOOL

California Maritime Academy, Tiburon, California

THE CALIFORNIA MARITIME ACADEMY is operated by the state of California, with assistance and co-operation of various departments of the Federal Government, for the primary purpose of training and developing young men for service as officers in the United States Merchant Marine. The school is regularly based in the region of San Francisco Bay, but it takes an annual cruise of about four months, this year going to Panama Canal, Peru, and the Hawaiian Islands. The NYA work differs when the ship is on cruise, as several assignments can be accomplished only at the base. The base consists of shops, classrooms, some artillery, and various other equipment. The training ship *California State* serves as bunkhouse and floating laboratory. The enrollment is one hundred twenty-four youths, eighteen of whom have NYA assignments.

1. *Construction, repair, and remodeling of apparatus.*—Lockers to hold gears and tools have been built under supervision of the ship's carpenter. A very presentable magazine rack was constructed for the library. Repairing, mounting, and keeping in condition a four-inch gun, under supervision of the gunner's mate, is done regularly. Under supervision of the ordnance machinist and the rigger, one hundred thirty-two Springfield rifles furnished by the Navy are kept in good condition.

A small but complete machineshop is located on board the training ship. Any work which does not conflict with regular duties is done by NYA students. As an example, a stanchion has been placed in the toolroom to hold drills and other tools. A wooden partition has been removed and replaced by a metal screen.

2. *Clerical assistance.*—This includes typing, filing, and recording. The state provides only one man, a communications officer, to take care of office work. The NYA students supplement his work.

3. *Duplicating work.*—Typing, mimeographing, and art work are done for the *Binnacle*, the monthly student publication.

4. *Library service.*—One boy has complete charge of a good-sized

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NOTE: One of the great difficulties in preparing this publication has been that of choosing the illustrations herein presented from the many excellent ones furnished. The illustrations have been divided into four chapters—small schools, medium-sized schools, large schools, and out-of-school projects closely connected with schools. This chapter describes small school projects. No school is included which enrolls more than two hundred pupils.—P. B. J.

library on board. He issues books, keeps records, and keeps a magazine rack up to date. However, his principal work is that of keeping eighty naval regulations books up to date. The Navy Department is constantly changing procedures and the librarian has been given the job of keeping these books.

5. *Recreational assistance.*—Constructing and keeping in order the athletic facilities at the base are among the most frequent duties performed here.

A notice is posted on the bulletin board asking for applications. The number of applicants is always greater than can be handled. While this is a tuition school, many cadets have their expenses paid but do not have any opportunity to earn spending money. Scholarship and citizenship are not considered, as all on board must maintain certain standards or resign.

The cadets are placed in two categories after the first four months—deck or engineers. They are assigned to NYA work usually of the type in which they are specializing.

All of the assignments can be considered an integral part of the three-year course. The construction assignments are of value to the engineers in that they give additional practical experience and supplement the courses. The clerical assignments are meritorious because of the amount of responsibility attached. Also, they provide additional experience in writing letters, typing, and general office practice.

The library assignment meets a need and gives experience in this type of work, which, even though a necessary part of every United States ship, is not included in the regular course of instruction. Every assignment could be considered for credit because of the close tie-up with the entire course of study. The executive officer believes in the validity of all the work as related to the educative process.

#### SELECTING NYA WORKERS IN A SMALL HIGH SCHOOL High School, Manitou Springs, Colorado

The Manitou Springs High School program is directly under the supervision of the superintendent. Students are assigned to individual faculty members until projects in their particular departments are finished. All office work is supervised by the superintendent and all work done in caring for the building is supervised by the school custodian.

The total amount of the family income is ascertained from the student's application. This is divided by the number of members in the student's family to obtain the financial criteria. Applicants are then numbered according to their income, from the lowest to the highest. The one with the lowest income is number one.

Students are questioned about what they intend to do with the money received and are numbered according to the way in which they intend to



"From the shelf up" might well be the motto of this laboratory stockroom boy, Valley High School, Valley Station, Kentucky. The NYA affords him the opportunity to work, learn, earn—and keep off the shelf.

use it. Number one is the one who appears to have the best use for it. This we call the use-of-funds criteria.

Lastly, the applicant is questioned concerning his intentions after leaving school. An attempt is made to evaluate his ambitions and again the applicants are numbered with number one as the one with the most worthy ambitions. Called the ambition criteria, this, as can be seen readily, is the most difficult one to determine.

The three evaluative criteria of each applicant are then added and divided by three. All applicants are arranged according to the ratings thus obtained and the ones with the lowest ratings get the jobs.

#### NYA SERVES THE COMMUNITY

High School, Rankin, Illinois

The village of Rankin for many years had a public library, which, due to lack of funds, had to be closed. Soon it became necessary to remove the books from the premises. The problem was studied by the public school faculty and discussed with the NYA students. An NYA project was evolved and developed in the following order:

1. Permission was obtained from the authorities to transfer the Irwin Library to the school building.
2. Two NYA youths who had had training in manual arts partitioned off a blind corridor in the school building, built shelves and thus provided adequate quarters for the library.
3. Three NYA girls, supervised by an experienced librarian, re-catalogued and established a modified Dewey decimal system.

4. The library was opened in September, 1940, with a brief ceremony honoring Miss Irwin, after whom the library was named.

The library, which is open every afternoon, is operated by NYA students, with one student supervisor in charge who is responsible to the Woman's Club. The NYA students who have made the new library possible are proud of their accomplishments and have benefited, not only financially, but also in personal and social growth.

#### CONSTRUCTING SCHOOL EQUIPMENT

High School, Andale, Kansas

Young men on the NYA program in this school have constructed for the school office a complete set of walnut furniture including a desk, desk chair, two occasional chairs, a gateleg table, and several hall trees. In addition to this, they have constructed typewriter tables, sixteen laboratory stools, one large mechanical drawing table, and two teachers' desks.

The students were selected for the work by the school staff after careful consideration of home needs. The principal had private conferences with the boys—checking carefully the quality of their work, work habits, and attitudes. Through these conferences, the boys developed a responsibility toward their assignments and a pride in their workmanship that was vocationally valuable. The assignments had educative value also, inasmuch as the work was in the field of the boys' vocational interests. The enrollment of the school is one hundred two.

#### GENERAL PROJECTS

High School, Barbourville, Kentucky

To receive NYA work experience at Barbourville High School, students are selected with three points in mind: need, vocational interest, and industry. Approximately three times as many students apply as there are jobs. A few of these—the less needy—are eliminated in a conference with the principal. A list of the selectees is submitted to the faculty, who grade them in accordance with the three points mentioned above. The seniors and juniors are placed on a preferred list because it is recognized that their demands on their parents are, of necessity, greater.

The older students are given assignments of responsibility, such as grading papers, tool manager and orderly in the manual training shop, care of band instruments, filing records and related work in the principal's office, and assistants to the librarian. The younger students are given places of lesser responsibility, such as janitor's aides and lunchroom workers.

The NYA students receive work experience that will enable them to secure jobs after graduation. The senior members of the library staff have been placed in college libraries enabling them to earn a part of their college

expenses. The young men in the manual training department and in the band room are doing similar work in college and in industry. A graduate of last year, who performed his NYA duties in the manual training shop, is working in a furniture factory in Louisville. Those who worked in the gymnasium are assisting in college athletic supply rooms. All NYA students now attending college rank high scholastically, about 15 per cent being on the honor roll.

The principal administers the program with the assistance of the entire faculty. The students are responsible to the members of the faculty with whom they hold conferences daily. In these conferences the students are directed in their work and are trained to do the type of work for which they have been selected. The teachers report the progress of the worker to the principal at least once each week, and he in turn talks with the students periodically. These conferences are primarily for instruction and for working out occasional problems.

#### AIDING RURAL YOUTH

George H. Goodman School, Big Clifty, Kentucky

The George H. Goodman School, located in a village, includes twelve grades in which one hundred forty-three children are enrolled. Eight of the sixty-seven secondary-school pupils work on NYA jobs. The building has four classrooms and a large basement. The principal knows the community well enough to be able to select from eligible applicants those who are to be assigned to the program. He also determines the work to be done largely on the basis of service to the school. However, the jobs which he supplies have definite values for youths from rural homes.

There is no shop equipment, but the principal has a kit of tools. Using these, the boys have made, from scrap materials, magazine racks, a removable stage, and compartments for holding the wraps of the small children. They built a partition around the furnace and coal bin, thus providing a large basement room which is used as a cafeteria. They constructed the cabinets, tables, benches, and counters for the cafeteria. They built the speaker's stand and outdoor booth which are used for community gatherings on the school grounds during the summer. One young man assumes complete charge of the heating plant, and works with the other young carpenters.

The girls prepare soup and sandwiches daily. They buy the ingredients and keep account of the money realized from the sale of lunches and candies. Their facilities are somewhat crude, but the kitchen and lunch-room are immaculate. Two girls assist the primary teacher in the preparation of seat work and help the smaller children with their wraps.

The work experience and training these youths are receiving will be



beneficial to them in later life in making repairs in their farm homes. The girls are learning marketing, budgeting, food preparation, serving, and child care in a school which otherwise could provide no training in these important phases of a young woman's education.

The NYA student workers have learned the valuable lesson that it is possible to use things at hand if better materials cannot be procured. They are holding positions of responsibility which have given them a certain prestige in the school and community. The work done by these young people provides equipment and service which the school could not furnish otherwise.

#### PROJECTS IN THE FOOTHILLS

Junior High School, Flat Lick, Kentucky

The Junior High School, Flat Lick, Kentucky, is a school which serves pupils from foothill rural homes. Fourteen young men and women are working for NYA wages. The National Youth Administration program at Flat Lick is one of community pride. The students feel that it is an honor to be selected for this work, as the selection is made not only on the basis of need but also on the basis of scholarship.

The students and administrators have shown initiative in constructive planning. The young men are gaining valuable experience in carpentry and are improving the school plant. They have dug drainage ditches on the grounds, thereby improving the playground. They have made partitions for storage space in the halls of the basement and in the principal's office. They have made bookcases for the classrooms, tables for the library, benches and counters for the lunchroom, and a desk for the Pack Horse Library. The young women do the usual library and clerical work for the teachers, and all NYA students contribute generally to the cleanliness of the building and grounds.

Through the NYA program, these rural youths are learning valuable lessons in co-operation and independence. All work is carefully supervised by the teacher in charge, and accurate time reports are kept. The janitor of the school is an excellent carpenter and assists with that type of work.

#### IMPROVING THE SCHOOL GROUNDS

Beechmont High School, Hawesville, Kentucky

Beechmont High School is located on a hillside overlooking a small stream. The ground behind the new building was covered with thick undergrowth; the slope in front was unsightly and subject to erosion. The school serves both the town and surrounding section of the county, and the boys in the vocational agriculture classes recognize the importance of





Needles and pins! Needles and pins! When a feller reads his trouble begins. This boy is helped by an NYA coach at George H. Goodman School, Big Clifty, Kentucky

soil conservation. A crew of NYA student workers has been engaged in terracing the slope, not only as a means of beautifying the grounds, but also to keep the soil from washing. This has proved a practical experience which has so interested the group that they cheerfully work more hours than can be reported for NYA pay. Much of this work has been done on Saturdays.

Two girls are assigned to general office work and five work in the library. The library assistants have repaired and rebound a number of books which would have to be discarded without this service.

Boys assigned to the care of athletic equipment also keep the gymnasium floor in excellent condition. Their duties include disinfecting the shower rooms daily. No matron or maid service is provided by the Board of Education; therefore, three girls take care of the girls' rest room.

Community pride is demonstrated in the improvement of the school grounds. The type of work done by the youths who assist in the care of the building is an outstanding example of the importance of safeguarding health through sanitation; and the repair of dilapidated books makes it possible for the limited funds available for library purposes to be spent on new books.

The NYA program at Beechmont High School is a real contribution to the lives of these student workers. The principal states that these young people have improved their personal appearance, they have greater school spirit, and are receiving beneficial training through the NYA program. spirit, and are receiving beneficial training through the National Youth Administration program.

PLAYGROUND CONSTRUCTION  
Martin High School, Collinsville, Mississippi

The NYA student workers in this school, with the voluntary co-operation of boys outside the NYA program, have cleared brush from a wide, wooded area surrounding the site of the new school, have hung swings from the branches, and have built other types of playground equipment for the use of elementary-school children. Basketball courts have been laid out and goals erected. In addition, these boys have built a road through the school premises. It was necessary to fell trees, grub the stumps, and grade and gravel the road. A school flower and shrub garden is now being planned.

This project has been supervised by the superintendent himself, who thinks that the students derive benefit from the work. The students are selected by a faculty committee, and consideration is given to the financial need of the student, his attitude toward work, his special skills and talents, and the type of work he is most interested in doing. The project is effectively completing the program of landscaping the new campus and is giving to the community a beautiful and up-to-date school plant and community center.

THE CONSTRUCTION OF GYMNASIUM DRESSING ROOMS  
High School, Harpersville, Mississippi

When the gymnasium of this school was constructed several years ago, only two dressing rooms were included. The coaches decided that there was available space not being used under the bleachers on the north side of the gymnasium and that to build dressing rooms there would provide the gymnasium with additional rooms, and also make it much warmer. One of the coaches volunteered to supervise the construction of the two rooms, using NYA labor. He assumed the responsibility of purchasing materials and of supervising the actual construction work.

Five boys helped in planning the work. The rooms have concrete floors and are ceiled throughout. Considerable brick work was necessary because there was an opening on the north side which was bricked up to a height of about three and a half feet from the ground. The man supervising the work would not undertake to teach the boys how to build flues, but the father of one of the NYA boys is a brickmason, so he volunteered his services, free of charge, to teach the boys how to build flues. All the boys got the actual experience of brick laying as well as carpentry work on this project.

Some of the materials used were obtained from a porch which was attached to the gymnasium. The boys tore this down under the supervision



Old chairs, like old shoes, are too comfortable to be thrown away, so these NYA boys renovate them in the high-school shop, Clarkesville, Georgia.

of the coach in charge. There was also considerable carpentry work done in rearranging the two original rooms to be used entirely as dressing rooms for girls.

The boys enjoyed the work because all of them use the rooms, all needed the money earned, and all were interested in learning what they could about the work.

Several years ago a carpenter was asked to estimate the cost of building these two rooms. He said that it would cost one hundred fifty dollars. This cost was prohibitive, so the work was not done. The rooms are now completed, and the cost for materials was less than forty dollars.

#### PLANTING A PEACH ORCHARD

Pearl River Indian School, Philadelphia, Mississippi

The NYA students of Pearl River Indian School are planning a peach orchard. There are sixty-seven acres of land at this school. An orchard site near the campus was selected by the students. The plot was terraced, and the trees were planted in rows on the terraces. The students have been instructed in the best methods of setting out young trees, and they will have an opportunity to care for them. The one hundred twenty trees set out are about three feet high. They are June buds secured from a nursery in Alabama. The boys are placing the trees twenty-five feet apart and large holes were dug for the placement of the trees so that the roots will have plenty of room for growth. The students have already had experience pruning some peach trees about the campus. This experience will be helpful to them in taking care of the young trees as they develop.

This project is being supervised by the faculty of Pearl River Indian School in exactly the same manner as all other vocational training projects carried on in the school. Since NYA projects are considered equal in educational value to any other school projects undertaken, they are given the same supervision and careful attention.

The students of this school all live on farms; 95 per cent of them will return to the farm to make a livelihood. Projects have been selected which will be of economic and social value to the students in later life.

It is believed that this peach orchard project will be of value to both the school and community. The entire school is interested and is observing the work from day to day. The community is also interested, and the project will be an inspiration to parents to plant orchards at home. The peaches from this orchard will be canned and served to the pupils at lunch.

#### ST. PAUL'S INDIAN MISSION

Fort Belknap Indian Reservation, Harlem, Montana

The enrollment of the school is one hundred sixty-four. Ten youths are assigned NYA work. The worker students in this school are rotated to a number of types of work according to immediate needs in the school.

The boys built and stained shelves for the library. They also put in a new ceiling in one of the classrooms, fitting together the pieces of plaster-board. The girls made new curtains for the school dining room. Some of the curtains were made of as many as six pieces of donated material. Both boys and girls helped to decorate the historic little Mission Church for Christmas. Other work done by the girls has included remodeling and repairing donated clothes for children and adults of the tribe, helping to prepare hot lunches, and serving the lunches to about one hundred thirty children. Students in the commercial department have done typing for the Tribal Council and Indian Reorganization. Boys have supplied fire wood.

The work of the NYA students is supervised by teachers to whom the youths are assigned. The selection of students is made by the local school authorities after consulting with Indian authorities and others.

#### LIBRARY SERVICE

High School, Judith Gap, Montana

Judith Gap High School has an enrollment of forty pupils, ten of whom are assigned to NYA jobs. NYA girls have cross-indexed the entire thirteen hundred volumes in the library; repaired and rebound several hundred books; aided in classifying and listing, for different departments, supplementary material available; and have provided a daily library service



Careful attention to his work has earned for an NYA worker the responsible job of junior foreman of the shop, Chillicothe, Texas.

that would have been impossible without NYA assistance. The boys have been employed in various phases of building and ground improvement, such as floor sanding, painting, calcimining, woodwork sanding and refinishing, and fence building. The building has undergone considerable improvement. Supervision has been by the school principal with the assistance of teachers and the janitor.

The educative value has varied with the student and the type of work. In the case of the boys it has taught them to handle tools and to do many things that they would do on the farm. The social utility of the project is without question very considerable. This is a poor community, and many improvements have been made which otherwise would have been impossible. The NYA program has made possible the beautification of the buildings and the grounds. Furthermore, the income of the students has meant much to the community. This work has enabled many students to get practical experience and an opportunity to do something they could look upon as their own accomplishment.

#### IMPROVING LOCAL LIBRARY SERVICE

High School, Amherst, New Hampshire

The Amherst High School enrolls forty-six pupils, six of whom receive NYA work experience.

During the past four years, one girl who qualified for NYA work was assigned to assist the town librarian. This girl was selected because of certain qualifications which she possessed, such as the ability to write well, to use the typewriter, and to meet people, as well as because of her literary

interests. Supervised by the librarian, the girl performs the duties ordinarily assigned to an assistant librarian.

Three years ago, the Dewey decimal system was installed, and a large part of the cataloguing and preparing of cards was done as a student project. The installation of this system would probably have been delayed for a year or more had not the school, through the NYA, been able to furnish this necessary and capable assistance.

In addition, it has become possible to open the library to the school population during the noon hour on Wednesdays. Most of the pupils taking advantage of this opportunity are those living over two miles from town, who are transported by bus and who would be without library facilities if this special noon-hour period were not available.

Because of the extra help available, the library in Amherst has been and is now serving the community and the school more satisfactorily than before and is doing so without an increase in taxes, and without using funds which should be used for the purchase of new books and materials.

At the beginning of the school year announcement is made to the pupils that the school will participate in the NYA program. All pupils who can qualify as to age, citizenship, and need, and who are willing to do the work assigned, are invited to fill out application blanks.

#### RECORDING SCHOOL DATA

High School, Henniker, New Hampshire

A statistical research project to compile and record interesting facts about Henniker High School from its founding to the present time is soon to be undertaken by one NYA student. The facts will include a list of the administrative officers, members of the faculty, and graduates of the school; information concerning the positions, locations and achievements of the graduates; and observations relating to educational changes and trends.

The source of the information will be school registers dating back to 1888, town history, local newspapers, and interviews with people who can furnish information that will otherwise be lost with the passing of time. After the data have been gathered and carefully analyzed, the pertinent facts will be printed in book form for public distribution.

This project will have real value to the student and to the community. For the student, it will mean careful research and a better understanding of local educational problems. It will afford an opportunity for the practical application of the waning art of conversation and will open new avenues of interest to the student. Any report containing information about individuals should be of interest to those persons. The school will benefit because facts concerning it will be in compact form, easily available and readily understood.

The student selected for the project has qualified for NYA assistance and is interested in an assignment of this type. Of the seventy-five students enrolled, two are given NYA assistance.

#### A SCHOOL NURSERY AND DEMONSTRATION GARDEN

High School, Brevard, North Carolina

Five NYA students are assigned to the teacher of agriculture. In collaboration with the agriculture department, these young men have an outstanding school nursery. Each year the school buys one thousand apple seedlings at one cent each. These seedlings are grafted with scions from desirable varieties of apple trees secured from orchards in the community. When the trees reach an approximate height of thirty inches they are sold for five cents each. The proceeds thus obtained pay for the seedlings and the materials consumed in the grafting process. For several years between 75 and 80 per cent of these young trees live. Many people in the community have splendid young orchards which were started through this work.

Another phase of the nursery work is the beautification of the school grounds. Boxwoods are grown in the nursery from cuttings obtained from town people. At the proper time the trees are planted around the school building. Balsam seedlings have also been obtained from the surrounding forest. A demonstration plot of Italian rye grass has been planted to teach the students how they may have green lawns at home in the winter time.

Another interesting phase of this work is demonstration plots which the young men have successfully tended. They have grown castor beans from Brazil and India. These seeds were obtained from the National Farm Chemurgic Council. They have also successfully grown chia from Mexico. In the neighborhood there is a large commercial paper corporation which uses a large quantity of flax. In order to determine whether or not it is practical for the local farmers to grow flax for this industry, these secondary-school boys have successfully planted and tended an experimental plot for this commodity.

Ten thousand tomato plants and one thousand sweet pepper plants were grown last year in the nursery hot beds. All these were used by the youth, their families, and others.

The nursery is enclosed by an attractive wood fence which the young men built. The lumber for the fence was furnished and cut by NYA out-of-school youth. It is stained with burnt case oil secured from local filling stations. The oil was colored with oil paint coloring.

The NYA student work program in the Brevard High School is an example of what can be accomplished in a small town secondary school. The principal of this school bases his program on the theory that each youth



should be assigned work in keeping with his particular aptitude. In other words, he endeavors to find a particular student for a particular job instead of attempting to find work at which a student may put in his required time.

#### COMPILING THE TOWNSHIP HISTORY

Lamar Township High School, Salina, Pennsylvania

Taking advantage of the opportunities afforded by the NYA student work program, a township history has been compiled under the direction of the principal. This project was sponsored by the Lamar Township School Board.

The purpose of the history is to provide a source of reference in teaching the history of the community to students, as well as affording a source of information for other residents. The information contained in the history was secured from many of the older residents of the township by NYA students, who, in addition, investigated all other possible sources of information, such as old files, deeds, and newspapers.

The value of the project can readily be seen. No like history was ever compiled and the sources of information are rapidly decreasing. Published as a small pamphlet, the history has been placed in the high-school library and has been distributed among the students and town residents.

#### PRINTING A SCHOOL PAPER

Hopewell Township Vocational School, Yellow Creek, Pennsylvania

The Hopewell Township Vocational School, also known as the Robert P. Smith Vocational High School, is a well-equipped rural vocational school. The principal and his teaching staff operate an excellent NYA program. The total enrollment of the school is one hundred thirty pupils, of whom sixteen are on the NYA program. The selection of students for NYA work has been particularly satisfactory because, through visits to homes of the youth, the agriculture teacher was able to determine those most deserving.

One of the outstanding projects is the printing of a newspaper and other materials for use in the school. This school paper, known as the *Smith High Life*, is 8½ x 12½ inches in size and consists of four pages. All the mechanical work on the paper, such as setting type, making forms, printing, and other details, is done by six NYA students. The format and content of the newspaper is especially good.

The six NYA students also do other printing jobs, such as May Day programs, class play programs, and various forms. As a feature of their work they publish a booklet of ten pages called "Inspiration," which contains poems, inspirational articles, and other material. The work on this project is well done.



## ORGANIZING A LIBRARY

High School, Rule, Texas

The Rule High School is receiving the benefits this year of a library organization conceived and initiated by an NYA school youth. Learning that one of the NYA applicants had been a member of a library club in one of the state's larger high schools, the principal took advantage of the youth's knowledge and interest and assigned him to a library project. This youth first took an inventory of books available in the school; then he classified all the material and installed a system of records for teachers and pupils of the school. Literature formerly lost is now carefully classified and preserved.

Supervision for this project was furnished by the principal; however, the youth, because of his knowledge of and interest in the work, was given complete charge of organizing and maintaining the unit. He is a student of library science, and the actual experience of establishing a library system that functions for the school has made him keenly interested in this field. The principal states that the school is very proud of the project, because it has been of great value to the entire school.

## COACHING AND TUTORING

St. Augustine High School, Grafton, West Virginia

One NYA student devotes his entire time to the activities which are classified under this heading. His attention is focused on those students who are not large enough or expert enough to play on the regular school team. He plans an intramural program for each sport and organizes and coaches teams to compete with each other. During the basketball season, he coaches three squads of approximately ten each. These squads play each other as well as other local teams. Several of the boys participating in the intramural program are now on the varsity squad. This youth is particularly interested in the field of physical education and greatly desires to become a coach. The work experience he is gaining in these activities will stand him in good stead in the future.

In this institution, both the elementary and secondary schools are located in the same building. The tutoring program was evolved to help retarded pupils in the lower grades. The NYA youths who serve as tutors are all A students and have evinced a desire to become teachers. They are stationed in study rooms twice each day for thirty-minute periods and the elementary pupils are sent to them from time to time for supplemental study. The principal indicated that the youths engaged in this activity were rendering valuable service and obtaining excellent work experiences. The elementary teachers were highly pleased with the results. Of the fifty-one pupils enrolled, five receive NYA assistance.

A MILK-TESTING PROJECT  
High School, De Forest, Wisconsin

De Forest, Wisconsin, is located in a comparatively rich dairying section of the state. The NYA student work program operating at this school is very small. Of the three students on the program, two young men work on a milk-testing project, and one young woman does office work for the school principal.

The young woman is a commercial student who hopes to attend a neighboring state teachers college to study commercial subjects. The general office experience she is obtaining under the direction of the school principal should be of educational value when she starts her advanced training.

The agriculture teacher has complete supervision over the two young men working on the milk-testing project. When this project was first begun in 1939-40, there were eleven herds, totaling one hundred thirty-nine cows, tested by the NYA youth. In the current school year, eleven herds, totaling one hundred sixty-six cows, are being tested.

In the routine of testing milk samples, each cow's production record is kept monthly on a large sheet, and a study of the chart determines the production of each cow for the entire year. As a result of this testing program forty-five cows have been eliminated from herds because of poor milk production.

The dairy industries in the state offer innumerable opportunities to young men who have firsthand knowledge of the phases of the work involved. The NYA students working on the program this year are both seniors and spend approximately one hour a day working on the testing project. They are from the neighboring farm community and are sincerely interested in agriculture. They have found that they must be accurate, that each herd owner expects accurate results. Samples are checked in near-by creameries from time to time to determine the accuracy of the students.

These young men are taught accuracy and cleanliness. They become acquainted with community problems and acquire skill in administering tests. The project is furnishing a dependable service to the farmers in the area, and it provides vocational training for the rural youth.

PLANTING EVERGREENS FOR CONSERVATION  
High School, Luck, Wisconsin

Luck High School is located in Polk County in northwestern Wisconsin, and has an enrollment of one hundred sixty students. Forty young men and women applied for employment on the NYA student work program, and fourteen or sixteen were selected. Because of the large number



High-school boys, through the NYA, work on the milk-testing project at De Forest (Wisconsin) High School and gain valuable experience in the line of their vocational interests.

applying, the school administrator found it necessary to alternate those participating each month; thereby probably twenty students have had work experience on the program during the school year.

After the announcement was made that NYA work was available for needy students, a faculty committee aided the school administrator in selecting worker students on the basis of need, ability, character, and scholastic record. Assignments were then made by the committee and the school administrator.

The work projects, each supervised by a teacher, covered library and book repair work; departmental assistance, including typing, reproduction, and clerical work; playground supervision; office assistance; a large conservation project; and the making and setting up of a map showing the residence of all boys and girls of secondary-school age living in the surrounding rural areas.

The conservation project is of particular interest, inasmuch as conservation is required as a classroom unit by Wisconsin statute. Consequently, students working on the project are putting into actual use the theoretical knowledge they are acquiring in the classroom. Luck High School acquired eighty acres of forest land three miles from the school. Last year the students planted ten thousand evergreen trees. A disastrous fire swept across a boundary road, however, and destroyed 90 per cent of the plantings. This year, through NYA assistance, a fire lane was cut completely around the entire forest preserve. The boys cleared away the brush surrounding the borders of the tract and laid out seedling beds so that the school may grow its own seedlings for transplanting. Two of the three beds constructed

have proved satisfactory, and the students are now busy transplanting evergreens. This eighty-acre reforestation project is outstanding.

The map-making project has proved of benefit not only to the Luck school officials, but also to the youths living in the rural areas surrounding the community. At present 92 per cent of all the boys and girls of secondary-school age are attending this school. By close study of the map, school officials are better able to arrange transportation facilities for those youth who wish to attend school, thereby solving one of the major problems experienced by families dwelling in outlying areas.

Through assistance provided by students working on the NYA programs, the teachers and school officials are able to spend more time on community problems. At the same time, this work experience provides the youths with an excellent opportunity to assume adult responsibilities.

#### LIBRARY AND CONSTRUCTION PROJECTS

High School, New Holstein, Wisconsin

New Holstein High School, located in the east central section of the state, has an enrollment of one hundred ninety-six students. At the opening of school, a total of thirty-five students applied for work on the National Youth Administration student work program. Twenty-seven students were accepted and given work on the program. The work projects set up under the school work program include departmental assistance, landscaping, library assistance, and a construction project on which students build and repair equipment for the school.

The library and construction projects operating in the New Holstein High School are two particularly fine projects which offer excellent work experience for the students participating and which improve the school facilities. The young women, under the direction of a teacher, have been classifying, coding, repairing and rebinding books. Formerly, the books were sent out for rebinding and repairing, but the school has purchased the necessary equipment, and the NYA students are trained to do this work. One student has indexed by subject and topic all important articles found in magazines and books.

The library project is proving of benefit, not only to the school itself, but also to the community. Parents, as well as their children, are beginning to utilize the library facilities more and more. Prior to September, 1940, only nine hundred books had been withdrawn during the previous year. Since that time, however, two thousand two hundred and seventy-six books have been borrowed from the library.

The construction project has made possible many changes in the building during the past year. The Board of Education has purchased the nec-

essary material, and under the direction and supervision of the manual arts instructor, several young men especially interested in woodworking have built large bookcases and shelves for the grade classrooms. These additions have greatly improved the teaching facilities and the appearance of the classrooms. The workmanship is good, and the products are well made.

The superintendent of schools at New Holstein is the administrator of the NYA student work program. He has paid particular attention to placing the worker students on jobs which are of vocational interest and educational value. In assigning the workers, the superintendent relies on his personal knowledge of individual need and ability, as well as on the recommendations of the school faculty.

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## CHAPTER IV

### NYA Projects in Medium-Sized High Schools

#### EMPHASIS ON VOCATIONAL PLANNING

Union High School, Fortuna, California

THE PRINCIPAL INDUSTRIES of Fortuna, an old and provincial community are dairying and lumber. The high school is unusually progressive, offering an advanced social studies curriculum. Its vocational agriculture department is outstanding. A concentrated follow-up of all graduates is a regular school function. A program of academic counseling each year directs a large number of students, not only to distant universities and teachers colleges, but also to specialized vocational schools in San Francisco and Oakland, four hundred miles away. The enrollment of the school is five hundred sixteen. Twenty of these youths are assigned to NYA work experience.

*Constructing, repairing, and remodeling facilities.*—This project requires a student to work in the school shop, attend the toolroom, assist a regularly employed mechanic to repair and paint school busses, file saws and sharpen tools, clean acetylene torches, build tables for the school, assist with the remodeling of the toolroom, keep the lumber rack in order, and learn the use of power machinery.

*Clerical assistance.*—Work in various departments involves cutting stencils; operating mimeograph, mimeoscope, and ditto machines; taking dictation and writing letters; keeping scrapbooks; developing visual material, and maintaining inventory records. One girl acts as clerk of the student court.

*Library service.*—This project includes maintaining a record of borrowed books, typing book cards, caring for the files, checking and arranging magazines and reading shelves, and lettering books.

*Departmental service in agriculture.*—Students have this year disked the Future Farmers of America farm, mixed special feeds and fed chickens, cleaned the chicken house, caught and weighed chickens, installed a water system in the chicken house, and built chicken roosts.

*Assistant to chemistry teacher.*—In reporting on his job to the school NYA representative, the boy said, "I do a variety of jobs connected with chemistry, physics, and biology. When we moved into our new depart-

NOTE.—One of the most heartening experiences in editing this publication has been the general excellence of all the projects which were submitted. It was difficult to choose among good examples, a condition which did not exist a year ago. In this chapter are included examples from medium-sized schools enrolling between two hundred and nine hundred pupils.—P. B. J.



ment, there were a great many things to be done. After the out-of-school NYA boys installed the sinks and drainboards, I treated them with coats of chemicals to make them acidproof. After that I burned paraffin into them with a Bunsen burner." In addition to this work he has arranged chemicals, set up equipment for physics experiments, made a rack for accessories to chemistry tables, rebuilt wiring for a light on the microscope, and repaired gas jets.

*Home economics.*—Of the five young women assigned to the cafeteria, two are of a very high caliber, who, from a vocational standpoint, are definitely interested in quantity cooking. These two girls act as assistants to the cafeteria manager. They prepare and serve salads, hot dishes, and desserts; assist in buying, and perform some waitress work. The other three are placement problems by reason of personality, lack of skill, and extreme provincialism. This may be overcome as their school experience progresses. They serve, operate the dishwashing machine, and gain other general kitchen experience.

*Recreational assistance.*—Work for the athletic department. Boys line the fields for games, make posters for home games, handle athletic correspondence, record grades, set up and remove bleachers, paint equipment, care for gym suits after the games, and do general repair work.

The NYA representative at the school is the commercial teacher who has been granted one period a day for administration of the school work program. After students are selected and the type of work which they are to be given has been determined, the representative examines the written applications of teachers who desire NYA assistants. These applications contain a statement of the exact type of work to be done, a blank schedule on which the teacher checks hours in which he can supply supervision, and a space for such comments as a statement of special qualifications desired. When a student application and schedule have been matched with a teacher application, the student is given a simple assignment slip bearing the name of his supervisor and the hours he is scheduled to work. When an assignment is made, timekeeping instructions are given the teacher.

About three times a year each student is rated by his supervisor, and at the same intervals the student writes an essay-type statement of what he has done on his job. A comparison of the teacher's rating and the student's statement is used not only as a counseling device but also as a means of determining whether teachers employ NYA students only on the jobs outlined on the approved applications.

The correlation of school courses and vocational plans with NYA jobs at this school is unusually good, since the school operates an excellent counseling and guidance service, and the worker students are selected not



The ability to test electrical equipment is a skill worth cultivating in this mechanical age. An NYA student is so engaged at Schenley High School, Pittsburgh, Pennsylvania.

only on the basis of need but also on the basis of their ability to profit from work experience of a specific type.

Of twenty assignees only one has been unable to make a statement of vocational plan. At least fifteen have plans with some possibility of realization. Thirteen of the students are receiving NYA work experience which leads directly to the occupations which they hope to undertake when they leave school. Three are assigned to jobs which will furnish valuable general background (two of these students plan to go to college) for their contemplated future activities. In four cases the vocational plan is so tenuous that no correlation seems possible.

One of the two youths assigned to the shops plans to be a mechanic; the other hopes to secure a carpenter's job at the lumber mill. Of the two boys assigned to the physical education department, one plans to go to college but has no definite course in mind, and the other will apply for stenographic work at the lumber company office. Among the seven clerical assignees, four plan business careers, one hopes to become a commercial teacher, one (the girl who is clerk of the student court) has been promised a legal stenographic position, and one plans to attend a school of beauty culture.

The young man working in the agriculture department will almost certainly become a poultry rancher. It is interesting to note that the poultry industry in the county has been stimulated by the activities of the school agriculture department. One of the young women in the library hopes to become a library assistant, and the other is taking a commercial course without any definite vocational plan. Two of the five cafeteria workers plan to continue in the culinary trades and are taking home economics

courses; two want to be nurses and are taking college preparatory courses; one wants to be a beautician but is taking a home economics course. The laboratory assistant is taking a college preparatory course and is planning to major in forestry.

The school administration feels that all of the NYA jobs are educationally sound and is prepared to grant credit for NYA work experience on an individual basis. It should also be noted that in some cases assignments and supervisors are selected to solve personality problems. In the rating referred to above, dependability, neatness, honesty, courtesy, and adaptability are regularly checked.

#### NYA JOBS PROVE VALUABLE Union High School, Perris, California

Eighteen youths out of an enrollment of four hundred twenty-nine students are receiving NYA work experience in the Perris Union High School. Some of the jobs which they perform are:

*Improvement and maintenance of grounds.*—This assignment is to build and maintain a lunch ground. The work necessitates planting grass, building tables, benches, and a picket fence with arches as openings. It calls for the planting of shrubs and shade trees for the protection of students against the sun.

The same students maintain a garden which supplies vegetables for the school cafeteria. This particular activity is very beneficial in that there is a large relief element in this town. Further, the boys operate a small nursery and propagation project which has supplied the school district with new rose plants, shrubs, and bedding flowers for nearly two years. Also, a large plot of ground adjacent to the athletic field is being landscaped, and approximately two hundred trees have been set out. The boys are now starting a rock wall to line the driveways and parking areas. Previously, the ground was leveled, driveways were laid out and graveled, and parking areas were provided for cars.

*Clerical assistance.*—This assignment consists of secretarial work done for the dean of girls, the dean of boys, the heads of the social studies, English, and music departments. The secretaries to the deans take dictation and keep a record of appointments. The duties of the secretaries to the heads of the social studies and English departments are chiefly writing requests for materials, making bookings for motion-picture films for the school's use, filing, and maintaining records of work done by several classes. The secretary to the head of the music department also acts as file clerk, classifying and filing sheet music, and keeping a record of borrowed instruments and music.

*Duplicating work.*—Students assigned to this project have learned to cut stencils, to use the mimeoscope and mimeograph machines, doing the difficult task of two and three color work on the latter. They have made a number of bulletins, such as the P.T.A. yearly program, association announcements, and other similar duplication work.

*Home economics.*—The student on this project scans magazines and advertisements for recipes and menus. She is compiling a cookbook for the home economics classes and a continuous menu for the cafeteria. She also checks the stock and is now able to order for the home economics classes the materials they will need, both in sewing and cooking.

The administration of the NYA is handled directly by the principal and the registrar of the school. Applications are received by either one. Upon approval of the applications, the students are selected and assigned to work under the direction of teachers. No students work without close supervision, and if they are poor workers, they are dropped from the program.

Approved student applicants are selected for NYA upon the basis of need, ability to work and carry on their school work well, ability to co-operate and get along with others, and on the basis of available work. After a student has filed his application with the registrar or principal, a form is sent to each of the references given by the applicant.

A continuous job survey is carried on by the dean of boys and the dean of girls on the campus, in order to keep a constant inventory of work to be done that might be performed by NYA students. For example, when a student, an agriculture major, has been properly approved and a job occurs in the school garden, that student is permitted to work and continues to work so long as he does his job well and maintains a good scholarship standing.

According to the principal, a real educational value gained from working on the NYA is the acquiring of good work habits. He feels that the American people as a whole have become too much a nation of "let George do it" people. Hard work must be brought back as a part of each man's living, and dignity returned to the manual laborer. The schools have been at fault in encouraging unqualified and incapable young men and women to pursue white-collar careers, when many of them would have been better off doing some other type of work.

In this school whose students live in a community which is particularly needy and in which practically 60 per cent depend on the WPA and other such organizations, the NYA has done many fine things. In the maintenance and development of a garden, food was made available which heretofore was beyond the reach of many of the students. The school

campus was beautified. The NYA projects in this school are of great value and benefit to the youth, the school, and the community.

#### NYA IN AN INDIAN SCHOOL

Southern Ute Indian School, Ignacio, Colorado

The student population in this school is all Indian. The students have a community which is a unit in itself. The NYA program was publicized throughout the school and applications were accepted from all who wished to submit them. From these applications, twenty-four students were selected as being eligible from the standpoint of need and scholarship.

After taking the oath of allegiance, they were assigned to different projects, which come under the following types:

*Building maintenance.*—Usually three students are employed on janitorial work in school buildings not provided with janitor service. Through a system of rotation they are not permanently assigned to janitorial work.

*Improvement and maintenance of grounds.*—This work on the campus involves the planting and care of lawns, trees, and flower beds. Eight young men are performing this work under the supervision of the agriculture teacher and the school farmer.

*Home economics.*—Five young women are doing general mending, sewing of articles of clothing, and flatwork.

*Recreational leadership and assistance.*—Under the supervision of the boys' and girls' advisers, four or five students furnish playground supervision and organize and direct intramural activities.

*Departmental services.*—Under direct supervision, three to four students assist the matrons and advisers in caring for the small children.

Of particular educative value, both to NYA students and to pupils participating in the activities, is the supervision of playgrounds and the direction of intramural athletics. Besides the valuable training the NYA workers derive from learning to work with others, the opportunity is provided for the entire student body to engage in healthful, supervised play. Valuable, practical education in working for a livelihood is gained in the field of homemaking by the young women with sewing and mending work, and in the field of agriculture by the young men with work in planting and maintaining the school grounds. This work is also of value in creating a desire for improvement in the home life and standard of living of the rural population of the reservation.

#### OFFICE EXPERIENCE

High School, Cairo, Illinois

The high school at Cairo, Illinois, enrolls six hundred seventy junior and senior high-school students, with seventy-four participating in the

NYA student work program. An outstanding and somewhat unusual project is the routine and clerical work for the school's NYA program which is being performed by four worker students.

The application blanks of students desiring to participate in the program are turned over to one student who sees that they are properly filled out. One copy of the form is given to a second student who fills out a form developed by the school which lists the name and address, standing in school, NYA experience, the name of the former supervisor, and the department in which he worked. This card also records the student's particular interests and hobbies and contains a list of the school subjects he is now taking. The student clerk maintains these record cards throughout the year, and it is her duty and responsibility to keep an accurate record at all times of the scholastic standing of all NYA students for reference by the supervisor. A third student has charge of the time cards. Another student does all the typing for the program and performs messenger service in connection with the work of the NYA office. Students work for different rates of pay on the school program; consequently, they strive to carry out their duties efficiently in order to be promoted to better projects with a higher rate of pay.

Assignment of these students to the jobs described has not only provided them with valuable work experience, but has simplified and improved the handling of NYA procedures. The supervisor, as a consequence, has had more time to spend on other phases of the program.

#### RECREATION PROJECT SERVES ELEMENTARY SCHOOL

Feitshans High School, Springfield, Illinois

An outstanding aspect of the school work program of this secondary school, located in the part of the city in which laboring people live, is the recreational project. During the 1940-1941 school year eleven youths on the NYA program were selected on a basis of their leadership abilities, athletic experience, and interest in recreational activities, to work in the elementary school, assisting with the physical education program. Assigned as assistant leaders to the physical education instructors in charge of the program in ten elementary schools of the city, they are given instruction and supervision in order to enable them to take charge of the organization of the school recreational clubs in each of these ten elementary schools.

The activities of these clubs are varied. They include physical education sessions which are under the direct supervision of instructors with the NYA youth assisting. The supervision by the teachers is relaxed when the NYA workers show themselves capable. Then they are given the responsibility for organizing athletic leagues, planning schedules, coaching, acting as contest officials, and carrying out the many other duties incidental to



Reassembling an airplane is the immediate concern of these out-of-school NYA workers at Williamsport (Pennsylvania) Vocational School Shops.



league competition. They take the club members to the Y.M.C.A. to swim. They supervise the swimming and lifesaving groups and oversee the use of other Y.M.C.A. facilities adapted to the age group. The club activities, however, are not confined to physical activities alone. Some of the NYA students are interested in craftwork and nature study. Each follows his special interests. Many of the clubs enter such activities as preparing Christmas baskets and taking needy children through the festivities of the Christmas season. This may involve anything from decorating trees to giving gifts in the name of Santa Claus at the club's Christmas party.

An especially valuable club experience has been carried on by a Negro youth who has been a Golden Gloves finalist. He was placed in charge of Negro children to give them the recreational experiences not otherwise provided. His reputation as a success in the eyes of the younger Negro population and his real ability as a leader made it possible for him to conduct very worth-while club programs for the group.

The club leaders are encouraged to use their ingenuity in the planning of a broad program of activities and in developing their ability to interest and discipline members of their groups. The program has given the elementary-school pupils wider group experiences and has also provided real training for the NYA youth interested in recreation and the conduct of group play.

A number of examples of employment coming to the young men who have been engaged in this project in the past can be cited. Last summer nine of approximately fifty male public park and playground recreational employees were former Feitshans NYA recreational workers. Several of last year's workers were employed as lifeguards at Lake Springfield where one of the qualifications considered for their employment was their NYA experience.

#### BALANCING THE CURRICULUM

Hall Township High School, Spring Valley, Illinois

Thirty-six NYA students in this secondary school are receiving work experience in the cafeteria and library, in repairing furniture and apparatus, landscaping the campus, performing clerical work, and serving as laboratory assistants.

The young women chosen to help in the cafeteria are those interested in homemaking or in becoming cooks. Supervised by the cook and the home economics instructor, they learn how to cook, prepare salads, serve, and manage kitchens. Although the full-time cook could perform the kitchen duties unaided, it is considered that the time she spends supervising and teaching the NYA students brings compensation not only in preparing and serving the food more elaborately, but also in rendering a distinct service to

the girls themselves in better preparing them to be good homemakers.

Young men who help repair furniture and apparatus work under the supervision of the woodworking instructor. Besides the practical training they receive and the service rendered the school in repair and upkeep of furniture, the students gain in the development of initiative and thrift.

Prior to the establishment of the NYA program, landscaping the school campus was impossible because of lack of funds. The NYA youth, who are agriculture students, have planned flower beds and are assigned to the actual planting and care of flowers, shrubs, and trees. The improvement of the school lawn is a decided community asset.

The clerical assistants chosen from commercial majors do typing, filing, stencil cutting, printing, and keep a scrapbook of all school news from the local papers. Assignments are rotated so that each student gains experience from a number of clerical techniques. Constant supervision is the responsibility of the office secretary and commercial teacher. Since these students hope to enter clerical work, employment on the student work program is excellent experience in office practice and in dealing with the public.

The library assistants, most of whom are particularly interested in library work, catalogue and issue books, re-arrange shelves, and keep records. In addition to the work experience this project provides, it offers improved library service to the secondary-school students.

The laboratory assistants, who are science majors, assist in the laboratory under the constant supervision of the instructors. They set up materials for experiments, clean and put away equipment and help keep it in order. The useful information they receive provides a better foundation in science work and contributes to the effectiveness of the work in the department.

The program, in general, represents a variety of work experiences to which students are assigned on the basis of interests and abilities, and which contribute both to the development of the student workers and the effectiveness of the school program.

#### SUPERVISING REPORTS

Roosevelt High School, Gary, Indiana

Seventy-five of the eight hundred fifty Negro youth enrolled in Roosevelt High School receive NYA work experience. The program at this school is an example of a fine NYA program in a colored secondary school. Applications for NYA work are accepted from all who care to apply, and each student is required to give a teacher as a reference. The teacher submits confidential information to the principal about the student on a prepared form. Every effort is made to get students who are most in need and who have the ability to do the required work.

Close supervision is given all worker students and, in addition to the regular time report, a personality report is prepared on the following card.

NYA SUPERVISORY REPORT	
NAME.....	FOR.....1941
SUPERVISOR.....	TYPE OF WORK.....
PERSONALITY REPORT	
<i>*Rank</i> Punctuality Regularity Industry Efficiency Attitude	<i>Remarks</i>
<i>*Rank—Good—Average—Poor</i>	
Use reverse side for additional remarks.	

#### PLOTTING TRANSPORTATION DATA

Dickinson County Community High School, Chapman, Kansas

One boy in this school, through his NYA assignment, performs a service of great value to the school administration. Practically all of the students attending school are transported by busses. It is this youth's job to keep a visual transportation record. This he does by outlining on a large map the various routes covered by the fleet of busses. With different colored pins he locates each family in the area served by each bus. Feeder cars and the busses total thirty vehicles and drivers. By referring to this map the principal can see instantly the location of any home served by the transportation system and the driver who calls at that home.

Working long hours on the map this NYA student has received much benefit from the accuracy required in plotting it. As a result the school has a service it could not have secured otherwise.

#### BOOKBINDING AND PAINTING

Norton County Community High School, Kansas

This school, with an enrollment of two hundred sixty, located in a community of three thousand people, is an example of what an administrator with vision can do with the NYA student work program.

A bookbinding project has been set up in which several students take old, discarded books and completely rebuild them. The oversewing process is used to tie the several sections together. The books are trimmed at a local print shop, and new boards and colorful covers are put on to make a most attractive product. This is an excellent work experience project because

the students can see, step by step, the progress being made, and the finished book furnishes a thrill of achievement for the worker. Supervision is furnished by one of the school staff, an expert in this work. All necessary equipment, excepting a glue pot, has been made by NYA students.

The outstanding project in this school was painting the entire interior of the high-school building. Most of the work was done on Saturdays so the boys could put in a full day. By this plan, the principal felt their work experience was greater than if they had worked only a few hours at a time. The paint used was made from carbide salvaged from old farm lighting systems. The carbide was mixed with water and bluing. It makes a pure white paint, which, when applied to rough sand-finish plaster, seems to become a part of the plaster. The only expense was the cost of the brushes.

One young woman on the NYA program maintains the timekeeping records. She has a desk in the principal's office and each student reports to her in going to and from work. The principal stated this girl does such thorough and responsible work that all the time he gives to the preparation of the cards is to initial them.

#### IMPROVING THE SCHOOL GROUNDS

Decatur County Community High School, Oberlin, Kansas

NYA students have been employed on a nursery project to further develop a beautiful and useful campus and to assist in landscaping it. Small seedling trees were purchased at one or two cents each and grown for one year. Preparatory to planting the next spring, the land was tilled, and holes were dug and filled with water during the winter. Inferior trees were pruned to improve their shape. More than one hundred trees were set out, and notwithstanding the drought, every tree lived.

To furnish water for this project and other campus use, a pipe line was built with NYA labor under supervision of the building engineer. Salvaged pipe, purchased from a road contractor, reduced the cost.

A double tennis court has been constructed with NYA labor. The area was leveled and graded under supervision of a custodian engineer. Clay and sand for surfacing were secured from a near-by local pit. Approximately one hundred eighty cubic yards of material were hauled. The area is enclosed with poultry netting fastened to posts made by welding together boiler flues. All work has been closely supervised by the shop instructors or the building engineers.

#### MUSIC DEPARTMENT AIDES

Saint Mary of the Assumption High School, Brookline, Massachusetts

The music department is another valuable source of activity for NYA students. NYA workers assigned to this department distribute the music



The polished performance of the Schenley High School Band, Pittsburgh, Pennsylvania, may be attributed at least in part to the polishing performance of an NYA worker. His technique finds many useful applications.

before the Glee Club assembles for practice and are responsible for the arrangement of orchestra equipment.

One of the girls, who is a member of the senior orchestra, takes charge of the rehearsals of the junior orchestra two days each week, thus rendering great assistance to the music teacher. Collecting the music and filing it in its proper place in the music cabinets is also a part of this assignment.

#### SURVEY OF COMMUNITY FACILITIES

High School, Framingham, Massachusetts

Citizens of Framingham, with the assistance of NYA students in the social studies department of the Framingham High School, plan to undertake a community disaster survey which would prove of great value if a community emergency, such as flood, war, or fire, were to occur. The plan is to make a complete survey of the city, drawing up maps and statements, and keeping records on (1) the number of hospitals and rest homes, and facilities available in each; (2) the amount and kind of foodstuffs maintained in stock by each retail and wholesale store; (3) the number of boats, type, location, and owners; and (4) the number of trucks, location, and owners.

The principal of the secondary school is responsible for the selection of students after he has reviewed all the applications submitted. From a list of available work projects, a dummy time sheet is set up in the main office, and the work assignments for each student for a particular week are established. This project setup consists of two types of work—the regular jobs which are carried on as part of a definite program week by week, and

the special projects and fill-in jobs. The teacher immediately in charge signs each student's daily time card. From time to time the weekly assignments are changed, either to make a rotation plan possible or to take care of others on the working list.

Soon after the opening of school in September the NYA plan is announced to students over the public address system. Applications are then submitted, and parts of them are filled out in conference. These are then checked with the local welfare board, and in nearly all cases rather definite facts can be secured as to the exact home conditions. Some cases call for individual investigation which is carried on through the school system. Applications are not completed or forwarded until the administration is convinced the cases are worthy and needy.

#### A DIVERSITY OF PROJECTS High School, Owatonna, Minnesota

This year ten students are clerical helpers for the secondary-school teachers. Some of the duties performed by these students are: correcting papers, stenographic work, preparing scrapbooks, operating the mimeograph machine, repairing books, and assisting with the visual aid, the art education, the industrial arts, the home economics, and the agricultural education programs of the school.

Four students are working in the library as student assistants. They perform all the duties connected with the school library and are also given fundamental library instruction to augment their work experience.

The music department utilizes the services of four students. They participate as members of the musical organizations as a result of an interest aroused in musical activities by their work experiences. They file and repair music materials, give instruction, and serve as music librarians.

Four students assist with the noon recreational program acting as custodians of the school equipment and as referees and instructors in skill games. Three others help these school custodians. They receive instruction in cleaning, repairing, and maintaining the school equipment. Another group of three students work in the industrial arts department. They repair and care for tools and equipment and receive general instruction in maintenance work.

The program is administered by the secondary-school principal. A committee of teachers assists him to select and approve worth-while student projects. Sponsors of the NYA projects give individual ratings on the students and a general résumé of the work habits, interests, and abilities of the students. These are filed in a personal folder for each student at the close of the school year. At intervals the students themselves write their own reaction to the program.

NEGRO CONTRIBUTIONS TO CLARKSDALE  
Coahoma County A High School, Clarksdale, Mississippi

Two young men and two young women have been assigned to the task of compiling information concerning the contribution made by outstanding Negroes since 1860 to the development of Clarksdale, Mississippi. Their first procedure was to write letters to other groups that have made similar studies. Many valuable suggestions were received and evaluated for possible use in the study. By taking these suggestions, and with the aid of the faculty, a plan of procedure was adopted.

Since these students were selected because of their interest in the study, they were willing to give many hours to the preparation of the first steps and plans. Much of the necessary information had to be obtained from personal interviews. Everyone co-operated in the study and gave the youths courteous hearings, often offering worth-while suggestions. In this way, the students learned the proper way to meet people, how to conduct an interview, and how to secure desired information. Obviously, much practical, educational experience has resulted from the study.

After this project is completed, the workers should have a much better understanding of the problems of their race. They also will enjoy the satisfaction of having completed a task that will be of value to the community. In addition, the school, through them, has made some profitable contacts with the people whom it serves. Projects of this type provide an excellent means of proving the worth of a school to a community.

CHRISTMAS TABLEAUX  
Senior High School, Lock Haven, Pennsylvania

One of the interesting annual projects at the Senior High School of Lock Haven, Pennsylvania, combines the services of a number of the NYA student work projects. This project deals with the designing, fabricating, and setting up of a large Christmas display on the high-school campus.

The first step of the project is the designing of the tableau by an NYA student in the art department. For the past two years the same girl has designed the tableau. In 1939, the theme was "Bringing in the Yule Log." Last Christmas the theme depicted was the traditional "Nativity" scene. After the design is completed, it is taken to the woodshop where other NYA students cut out and mount the various wooden figures depicted in the scene. When this has been done, the figures are taken back to the art department where they are appropriately painted.

Finally, the figures are taken to the campus where they are set up with a suitable background. The 1939 tableau, "Bringing in the Yule Log," contained the figures of two men, a woman, and two children who were artistically arranged in an illuminated setting on the campus.



## PAINTING MURALS

Rostraver Township High School, Pricedale, Pennsylvania

An observing teacher at Rostraver Township High School discovered a youth with particularly good painting talent. This youth was on the NYA program but was assigned to another project. After discussing the project, the teacher decided to provide the materials for painting a mural with the youth doing the work. As a result this young man, a senior, designed and executed a mural four feet wide and six feet long depicting a treaty with the Indians. The mural is well balanced and indicates a considerable amount of creative, artistic ability. The school officials have placed this mural in the library. Here is another instance in which the NYA has made it possible for a youth with some special ability to express himself and, at the same time, produce something of material advantage to the school and the community.

## FARMING AT SCHOOL

Luther Burbank Vocational High School, San Antonio, Texas

At the Luther Burbank Vocational High School in San Antonio, Texas, thirty-two young people are enabled, through the NYA program, to continue their study of agriculture. Fifty acres of the campus are devoted to the school farm. Here youths get the experience of actually putting theory into practice—and in many instances learning that theory must be modified to fit the special section of the country in which they live. The boys do their field laboratory work during the regularly scheduled class periods. Their work experiences are scheduled after all class and laboratory work is accomplished.

The work experience project is divided into three phases; namely, farm structures, shopwork, and field work. Under the supervision of the school's instructor in carpentry, the youths built a poultry house, twenty by twenty feet, complete with wire mesh removable floor gratings, roosting trees, and trap nests. They drew plans and built fences, troughs, self-feeders, range houses, and other devices that are essential to the economical operation of a farm. They are now ready to construct a new feed room, twenty-four by thirty-six feet. Each youth working on this project must draw complete working drawings and set up the specifications for this building.

The shopwork is done under the supervision of the machine-shop instructor. Here they learn to repair farm machinery by actually repairing the machinery used on the farm. They make and put into use iron anti-sag gates, dump carts, two- and four-wheel trailers, and other modern conveniences that promote efficiency of operation for the farm. All openings on the farm are now protected by new iron anti-sag gates fabricated by the youths in the shop.



Sound effects and volume are the concern of the NYA student who operates the public address system at University Demonstration High School, Morgantown, West Virginia.

The vocational agriculture instructor and the farm caretaker supervise the youths in the planting, cultivating, harvesting, and marketing of field and row crops. They receive training and experience in farming with a tractor and attachments, as well as the conventional horse-drawn implements. The vegetables of the farm are gathered, cleaned, and prepared for the market, and on Wednesdays, Fridays, and Saturdays at three o'clock in the morning the youths take the produce to market for sale. Market space is provided rent free by the San Antonio City Market Master and the Bexar County Growers' Association.

The value of this work to the school and community is at once apparent. To each youth participating in the program it is of inestimable value. The results can be counted only after a survey is made in later years to determine what standard of living the youth has been able to attain, the manner in which he maintains his own farm lands and equipment, and the quality of the farm produce offered to the consuming public.

#### WINTER GARDENING High School, Wells, Texas

NYA boys in the Wells High School constructed an experimental hotbed or winter garden plot. The project was made possible by reason of

several vocational agriculture boys' being selected for employment on the NYA program and assigned to the vocational agriculture division. This group, under the supervision of the vocational agriculture teacher, conceived the idea of experimenting with the raising of winter vegetables.

Preliminary planning, construction of the hotbed, and operation of the garden involved sound techniques of agricultural procedure that challenged the group during the processes of the project. This work was very closely related to the vocational interests of the youths, as they were studying agriculture and will continue in this field after graduation.

Constructed in the open, the bed was fourteen feet wide by twenty feet long. It was enclosed in a frame to permit a canvas to be stretched over the bed during cold weather. Thus the small plot was protected from cold weather, and at the same time the sun was permitted to warm it during fair weather. The actual cost of the project was small and was paid by the school.

Vegetables needed for an average family—lettuce, onions, spinach, radishes, beans, and turnips—were planted. By midwinter the vegetables were ready for use. The boys plan to experiment with the growth of varied vegetables as time goes on, and indications are that the small garden can be used for many winters.

In addition to the construction and operation of the garden, these youths hope that the people of their community will recognize the practicability of the idea. Patrons will be invited to see the demonstration, and the results of the project will be publicized and made available to people interested in raising winter vegetables for home consumption.

#### POTTERY MAKING AND GROUNDS IMPROVEMENT

Clay-Battelle High School, Blacksburg, West Virginia

*Ceramics project.*—This institution is situated in the midst of rather extensive clay banks. The making of products from native raw material is the principal local industry. Ceramics is offered in the regular secondary-school curriculum. NYA students play an important part in the success of this course. They secure the clay from near-by deposits and transport it to the school. In the ceramics laboratory they equalize the water content of the raw material by adding water and kneading it, a process called wedging. A particular skill is required to determine when the proper consistency is reached. The material is then stored in twenty-gallon stone jars for future issuance to students. In their regular classroom work they learn trimming, decorating, molding, baking, and glazing.

The NYA students who do this type of work are regularly enrolled in the ceramics class. Through their work activity they are able to follow the process from raw material to finished product. It has definite carry-over



Pottery products are placed in a baking oven by an NYA student who majors in ceramics and art, Grant Union High School, Sacramento, California.

value, as it is likely that a considerable number of these youths will become engaged in this type of work upon being graduated from school.

*Grounds improvement project.*—Since this is a comparatively new school with a large undeveloped campus, a wealth of work experience in grounds improvement is readily available. A great deal of drainage by ditch and tile has been completed by NYA youths. They also have built a fence around the school property. Lawn preparation has included fertilizing, raking, sowing grass seed, terracing to prevent erosion, and other related activities. A concrete walk extending from the highway to the school was built by NYA students under the supervision of a skilled cement worker. In each case, the work was done by NYA youths, with the school or local civic organizations furnishing the material and supervision. This work is still progressing, and a project of planting trees and shrubbery has been approved.

This type of work experience has great value in this particular locality which is primarily rural. The activities which these youths have been engaged in will be repeated time and again on their own farms when they leave school.

#### NYA AT MENOMINEE INDIAN RESERVATION

St. Joseph's Indian School, Keshena, Wisconsin

On the Monominee Indian Reservation, in north central Wisconsin, the Franciscan Fathers have established a parochial boarding school, taught by the Sisters of St. Joseph, of Carondelet, Missouri. The village of Keshena is the center of the Agency's activities on the reservation, and here are lo-

cated the Federal Government offices, the schools, stores, and dwellings. The only white people in the village are those in government positions or those teaching in the schools. The school enrolls four hundred fifty young people.

In dealing with the Indians on the reservation, it has been determined that it is really most essential that they learn particular skills and establish a reasonable standard of living. The Sisters, therefore, attempt to assign work to the students which will increase their skill and give them an appreciation of the practical and remunerative use to which that skill can be placed. They have also made every effort to impress upon the youths the feeling of responsibility in accomplishing exact work. The projects established have a definite benefit to the school and community, although the Sisters feel that this benefit is overshadowed by the actual value of the work experience gained by the students in doing their work.

All of the buildings are heated by wood. The four young men assigned to the maintenance project are conscientious in their work and provide enough wood for the janitor to heat the buildings.

During the year 1939-40, the girls on a sewing project mended everything from silks to heavy woolen blankets, hemmed sheets and pillow cases by the hundreds, cut out and made new aprons and undergarments, and finally, dresses. This last project proved to be the most interesting part of the work, as each girl was permitted to choose both the pattern and the material for the dresses she made. Clothing was made for children ranging from five to eighteen years of age. Needless to say, the girls were very proud of their completed handiwork, as it represented not only their own sewing, but also their own ideas and selections.

#### A STUDY OF GRADUATES

Marquette University High School, Milwaukee, Wisconsin

Marquette University High School is a Catholic parochial school with an enrollment of four hundred fifty, located at Milwaukee, Wisconsin. This is the first year this high school has conducted an NYA program.

The twenty-four young men assigned to the program are doing the following types of work: one acts as a library assistant, in charge of the circulation desk one hour each school day; two are working in the physics laboratory, where they construct class demonstration equipment such as a three-foot caliper and a miniature submarine (the caliper is made of balsam wood, and the submarine is an exact model of a navy submarine which operates automatically); two are employed in the chemistry laboratory, in charge of setting up daily experiments and supplying laboratory tables with acids, and other necessary materials; five are doing supervision work in the gymnasium with scheduled hours before school in the morn-

ing, at noon, and after school; two are in charge of the bookstore, doing all the clerical work necessary there; and two are in the cafeteria, where they have charge of the cash registers and the financial records.

Marquette High School also has a research project in progress, in which eight boys are receiving research experience in making tabulations, scales, graphs, summarizations, and the like. The Reverend J. J. Foley, principal of the high school, says:

Many graduates claim Marquette as their alma mater. They may refer to the university, the high school, or to old Marquette Academy. Prior to 1907, Marquette University High School was an integral part of the plant and of the curriculum of Marquette College. The records of students and graduates prior to that date were kept in the university files. The secondary-school files contain the records of those who attended the school after 1907. Consequently, the present research extends only to those records kept at the school.

Independent partial check-ups of graduates have been made to satisfy educational inquiries. No formal systematic measurement of graduate results, however, had ever been attempted. There was a definite need for such a study.

In the fall of 1940, a project, which should prove valuable historically as well as educationally, was instituted under the direction and encouragement of the Wisconsin NYA. At the present time, eight students, under the supervision of the assistant principal, are organizing a comprehensive research to ascertain the status of the alumni of the school. Each student has been assigned to gather information on different years. The old class lists have been turned over to them, and it is each student's task to make the necessary research. This required considerable preliminary organization.

Addresses are being checked and corrected; at least three alumni from each class were contacted and requested to assist in procuring further information. It has resulted, moreover, in fostering class reunions. In the past few months, seven different classes have held reunions and contributed to the research. Vital statistics (marriage, family, home), occupational status and information, educational progress (schools attended and degree), pictures, programs, and catalogues have been collected and filed; but the classification in general awaits the gathering of data. NYA students have undertaken a valuable and interesting study.

Reverend Foley has made studies of all the NYA applicants, and, from the need designated in these applications, has selected those eligible for work. The NYA work program is included in the course of study schedule; consequently, anyone interested in locating the NYA workers need only consult their respective schedules.

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## CHAPTER V

### Work Experience in Large Schools

#### VOCATIONAL TRAINING

Senior High School, Little Rock, Arkansas

The NYA school work program as it operates in the Senior High School of Little Rock, Arkansas, is a means not merely of assisting pupils to remain in school, but also of training young people for work in vocations, whereby they may be able to earn a living after leaving school. Supervision of this work by teachers gives the students personal contacts that insure broader experiences and cultural advantages.

NYA work is sponsored by three members of the faculty. One teacher, the dean of girls, has specific direction of the program. She reviews the applications as they are turned in and has the home of each applicant visited by a committee from the Parent-Teacher Association in order to learn the background, home conditions, and financial status of the pupils who apply for work. If the application is accepted, the teacher has a conference with the pupil to ascertain particular interests so as to place him where he is capable of working, always keeping in mind future possibilities for the pupil. Each student works under the supervision of members of the faculty who check the time reports each day. Pupils are impressed with the fact that they alone are responsible for turning in this report on the date required. They are shown how to use the money they earn. They are permitted to get car tokens and lunch checks and even to borrow small sums of money for fees and books. When the checks for NYA work arrive, pupils are expected to pay for materials. In this way they learn how to budget and to meet their obligations.

Eight girls are assigned to the office of the dean of girls. They have charge of the assignment sheets showing where pupils work, make duplicate application blanks to be used in reports on NYA work, write schedule cards for all pupils, and file report cards for all NYA workers. They check work records and help prepare the NYA monthly government report. Other practical work consists of filing records for all girls in the secondary school, typing, and taking bulletins to pupils and members of the faculty. They

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NOTE: It is quite noticeable that the method of administration becomes more complex and more highly organized as the size of the school increases. Small schools use very simple administrative and supervisory plans; large schools have very complex organizations. This, of course, is to be expected where as many as six hundred youths may be supervised in a single school. In addition to a description of methods of administration, selected practices are also described.—P. B. J.

learn the general routine office duties of clerical workers, such as alphabetizing, filing, checking of records, stencil making, dictation, and typing. They develop tact, poise, and a sense of responsibility. Increased efficiency in office work is of value to them in the correlation of commercial subjects with English. These girls have the advantage of social training by receiving parents, representatives of colleges, businessmen and women who come for conferences with the dean of girls. They learn to answer the telephone courteously. They help prepare and serve teas given for the faculty by the dean of girls. They learn some details of flower arrangement and observe system by keeping the office in order. They understand the advantages of being neat and attractive in personal appearance at all times.

Seven girls are assigned as assistants to the school nurse. Their clerical work and training consists of filing health cards and daily records of pupils who come to the nurse's office because of illness. Their vocational training consists of sterilizing instruments, giving immunizations, helping the nurse in routine examinations of the eyes and teeth, reading fever thermometers, checking vaccination status from health cards, and notifying teachers and parents of pupils who have physical defects which need attention. They receive training in first aid under the supervision of a registered graduate nurse and learn some of the principles of hygiene and treatments for minor ailments. Detailed work consists of changing sick beds and checking linens in and out. Many have become so much interested that they study the reference books kept on the nurse's desk. Five of these girls plan to enter training schools for nurses. In this way the work proves to be a stepping stone to professional courses in nursing and dietetics. It makes the girls conscious of the importance of health and sanitation. These assistants gain the practical experience of dealing diplomatically with pupils and parents; they learn how to answer questions courteously; and they grow conscious of what it means to follow instructions. Pupils who assist the school nurse are thus learning how to live useful lives while in school and to be of service to humanity.

Four boys have charge of the bookstore during the day. Four others sell lunch checks and car tokens two mornings and afternoons each week. Two girls help the teacher who supplies books to welfare pupils. While these pupils are selling school supplies, they learn how to deal with the public in a courteous and businesslike manner; they gain selling experience, learning how to make change rapidly and properly; and they understand what strict honesty means in checking supplies and money. By helping the business manager of the school, the boys gain experience in storing and replenishing stock in the bookstore. They learn system in arrangement of supplies on shelves. Some of these boys are helped in this way to get jobs in grocery stores on Saturdays.



Laboratory assistance includes setting up experiments at Central Colored High School, Louisville, Kentucky

#### VARIED WORK EXPERIENCES

Thomas Jefferson High School, Los Angeles, California

This is a large city school in which approximately 75 per cent of the students are colored and 10 per cent are oriental. The problem of assignments which will give proper work experience differs greatly from that in the average city high school. A total of one hundred sixteen youth are assigned to NYA jobs. The enrollment of the school is twenty-two hundred. Among the jobs are the following:

*Building maintenance, custodial work.*—Student workers under this classification are selected because of their interests and abilities and are assigned to one of the building custodians. This man is colored, and is well-qualified by race and temperament to deal with the youth assigned to him. The workers either come directly under the custodian's supervision or that of the head gardener. Those assigned to custodial work are given a definite job to do which past experience has shown to be approximately one hour's work. Each pupil's assignments are rotated; that is, one day a certain student may be mopping the aisles of the auditorium, and the next day he may be washing the woodwork of the gymnasium. All pupils assigned to these jobs are shown the proper way to work, the proper mixture of soap, and

are given other necessary information. The supervisors, believing that boys should assume responsibility when they display the proper qualities, give them semisupervisory jobs. The supervisor and the official NYA representative are pleased with the high rate of employment which has been a direct result of these assignments.

*Clerical assistance and playground supervision.*—Filing, typing, and recording. Thirty-three of the students are working in various departments, such as the business office, the NYA office, and the student body office of the school. Twenty-five of the students are working in seven neighboring junior high and grammar schools. In addition to clerical work, some of these have playground supervisory duties. These assignments were developed to give valid aid to students who could not work on the campus because of the lack of facilities and faculty supervision. The off-campus assignments tend to increase the worth of all assignments.

*Departmental service.*—Agriculture: In the school hothouse, under the direction of the agriculture teacher, NYA students are transplanting and propagating plants which are used for classroom instruction. Science laboratory assistants: Work is done in the preparing of stock solutions for classes, setting up apparatus for demonstration, general cleaning, and clerical work.

*Home economics, health, and hospital.*—Three young women are assigned to a nursery in a neighboring school. They help with the children, prepare food, supervise naps, make charts of physical development, supervise outdoor activities, and teach the children games.

*Miscellaneous.*—One group of girls cuts materials used in sewing classes. Another group acts as assistants in preparing and serving hot lunches. A third group has made charts of the permanent seating arrangements in the school for the girls' vice principal to use in locating students at any time.

A commercial teacher is the official NYA representative and is allowed five hours a week to supervise the program. To supplement this, he usually works one hour after school,—giving in all ten hours a week to administration.

The school does not have an official committee, but in making assignments, the advice of the principal, vice principal, and the attendance officer is taken into consideration. Definite emphasis is placed upon assigning NYA workers to types of employment which are open to them racially. All teachers who desire NYA workers inform the NYA representative of their need, who, in turn, refers to the teachers the students whose qualifications fit the particular job.

A tremendous need exists at this school, and in order to prepare the students for their NYA assignments, the NYA representative conducts a two-week special class. All applicants must attend this class, where they are

taught the general background of NYA, and how to fill out the application blank. A student application similar to NYA Form 303 has been prepared, and includes space for job qualifications and grades. A form for rating the development of each applicant's personality has been drawn up and each student is given a form on which he rates himself. This includes the following characteristics: dependability, industry, personal grooming, personal qualities of voice, posture, refinement, honesty, scholarship, and loyalty. The supervisor checks these ratings and corrects them when necessary. Each of the above qualities is discussed by the NYA representative with the applicants, and an effort is made to correct individual deficiencies.

Toward the end of the two-week class, the NYA student application is filled out and selection made on the following basis: need (approximately 70 per cent of school have need), citizenship, scholarship abilities, and grade in special class. Because of the great demand for NYA work, assignments are made only to those students whose all-round rating is A or B. This rating is devised by the NYA representative and is based upon all of the above. Reassignment for the new semester is based upon a job-rating form filled out by the individual supervisors.

Though a large number of the students perform janitorial work, Jefferson High School does not have a course in custodial work. The building maintenance work has educational value and fills a definite need. The clerical work is of a high type, especially in the off-campus assignments. These students are assisting undermanned schools, and receive excellent all-round training. The nursery work has a definite educative value for future teachers and for those who will enter the field of personal service.

#### ADMINISTERING AN NYA PROGRAM IN A LARGE CITY SCHOOL

Balboa High School, San Francisco, California

The Balboa High School enrolls three thousand pupils, of which one hundred sixty are assigned to NYA work. The types of available jobs are similar to those in other schools. The system of administering the projects is forward looking and interesting.

The administration of the program in this school has been excellent. At the beginning of the school semester, the man in charge of the program sends a form to all teachers in the school, asking for a complete description of the work they would like to have done by NYA students, the time of day it would be most convenient for that work to be done, and a statement of preference as to sex. When a student has been selected for the program he is asked to fill out a somewhat similar form, stating his academic and vocational interests, the time of day most convenient for him to perform his work, and any preference he may have as to who should supervise his work. In this way a happy relationship is brought about among supervisor,

student, and teacher, and a more satisfactory vocational assignment results.

A personal rating form is used by the school in following through all the student assignments. The teaching supervisor submits this report at the end of the first month of the semester and again at the end of the semester. A "Request for Transfer" form on which a teacher may ask that a student be transferred from his project is also used. In case this request is made, it must be accompanied by an adequate explanation as to why this transfer is necessary. The supervising teachers are responsible for keeping the time cards. One of the outstanding features of this program is the very businesslike and systematic way in which it is handled, both in relation to the administration of the program as such and of the individual projects which compose the program.

In view of the close correlation between a student's course of study and vocational interests and his assignment on the NYA program in this school, the educative value becomes a prime feature. In talking with the students it was found that their reactions to their work were those of an individual with a specific job to perform. They very generally felt that the experience they were gaining in their work was improving their employability as well as adding to their academic knowledge. In talking with the supervising teachers it was found that an individual student's academic standard had in many cases been raised because of the relationship of his work experience to his course of study.

#### NYA EMPLOYS SEVENTY-FOUR STUDENTS

High School, Hartford, Connecticut

Hartford High School has seventy-four student workers employed on the student work program. The vice principal and guidance director administer the program. Announcements regarding the availability of NYA work are made in the assembly, and bulletins are issued. Teachers are queried with regard to the placement of students, and lists of assignments are transmitted to the vice principal and guidance director. Applicants are selected on the basis of need. Very few individuals whose family incomes exceed fifteen hundred dollars a year are selected for NYA work. The guidance director has each student fill out a card outlining present interests and plans for the future. She then assigns the youth to work under her supervision for a few days. She endeavors to explain to them how necessary it is to attain good work habits, possess initiative, and assume responsibility. The student is then assigned to an instructor, who will act as his supervisor.

A large variety of work assignments are provided. Three youths are assigned to the health unit where the clerical work entailed in maintaining complete filing records is performed by the student workers. Two girls assist the nurse who conducts classes in health problems and physi-

ology. These girls not only keep the records but also type lectures and schedules. Three girls are assigned to the school library to check in books and place them on the proper shelves. They also repair and rebind books. A considerable sum of money is saved each year as a result of this assistance, which would not otherwise be available.

Four students are assisting librarians in the branch libraries of the city of Hartford. Four youths are assigned to social service agencies where clerical tasks are performed and group work with children is carried on. Eight students are assisting the Red Cross in typing letters and transmitting bills for seals to persons in the city of Hartford. The girls are well supervised by an official of the Hartford Red Cross. Ten youths work in the city board of education office taking dictation, cutting stencils, and preparing maps for the school's city-wide safety campaign. These individuals are directly under the supervision of a board of education employee. Six youths are assigned to the science laboratory where they care for equipment and prepare exhibits. Five students devote their time to the typing and arranging of the weekly school paper. Thirty-four youths are assisting teachers to keep records, check papers, prepare stencils, file, and mimeograph.

The projects in the public secondary school have educative value inasmuch as the guidance officer is personally acquainted with each student worker and devotes a great deal of time to making the assignment in accordance with the youth's aptitude. Many instructors in this institution devote additional time each day to the supervision and training of the youth employees. As a result, many graduates have secured employment in industry, and the school and social agencies have benefited from the numerous assignments which are competently administered.

#### A VARIED PROGRAM

High School, New Haven, Connecticut

The New Haven High School has one of the largest NYA programs in the state of Connecticut. A committee composed of six teachers, known as the NYA Committee, establishes work assignments of educational value and selects students on the basis of their need. They supervise the work and continuously work toward better administration of the program. The chairman of the NYA Committee issues bulletins with regard to vacancies, the submission of individual time reports, and the like. These are read in each room. Each person on the committee handles a portion of the applications submitted and, after approval, transmits them to the chairman of the committee who handles all correspondence with the NYA state office. There is close co-ordination between the department heads of the institution and the members serving on the committee.



At the end of each month a complete list of all students who have failed in more than one subject is transmitted to the chairman of the NYA Committee. If any NYA student employees appear on the list, they are immediately removed from the program. It has been observed that in many instances students have improved their scholastic standing in order to participate in the student work program.

One hundred forty student employees are performing numerous work assignments in the high school. Ten students are responsible for the care of the equipment in the science laboratories; ten are assigned to the mechanical drawing division where drawings are prepared for courses of study which are written by instructors in the school; twelve youths are maintaining inventory records for books and school supplies; eight students, under the supervision of school officials, are assigned to grammar and junior high school offices, where they act as receptionists, answer the telephone and do filing; seventeen NYA workers, under the supervision of department heads and instructors, cut stencils, operate the mimeograph machine and keep filing records; eight keep records in the visual-aid unit and staff the room at all times; eight youths are assigned to the attendance unit of the school where they work on statistical records; nine are assigned to the cafeteria where they serve food, collect cash, and clean up the cafeteria; fourteen keep the individual filing records up to date in the health division and care for the equipment; sixteen students act as teacher aides and assist in correcting papers and keeping records; twelve young men assist the superintendent of the building in the care of the lawns and shrubbery, and in the cleaning and care of school rooms; four young women assist the custodian in the dusting and cleaning of the teachers' rest rooms and library; and twelve boys act as gymnasium assistants, care for the equipment, and wax the gymnasium floor.

Practically all the projects in this institution are of educative value. The school has an enrollment of forty-five hundred and has very limited funds for guidance. Therefore, the NYA Committee in the school interviews each applicant and attempts to assign work in which he or she is especially interested, thus providing a motive for effort and initiative. Definite changes in dress and attitude have been observed. One full-time worker in the cafeteria received her initial experience in that unit as an NYA student worker. The projects are of great value to the school inasmuch as the jobs performed by the NYA student workers are necessary to the institution and no other funds are available to carry on this work.



An NYA member of a welding class does a particular piece of work and earns while he learns, Arsenal Technical Schools, Indianapolis, Indiana.

#### EXAMPLES OF WORK EXPERIENCE

High School, Moultrie, Georgia

Students who are interested in securing NYA jobs make application at the beginning of the school year. Tentative selections are made by a faculty committee. Applicants are finally selected on the basis of need, willingness to work, and ability to do one or more of the jobs available. A member of the faculty then interviews the student. If the consultation indicates that the student has the proper attitude and ability, he is placed on the work program. Some of the types of work performed by them are:

*The construction and repair of equipment.*—This work consists of the maintenance and repair of school equipment, such as desks and departmental furniture and the installation of window shades.

*The improvement and maintenance of the school grounds.*—Students perform such tasks as planting trees and flowers, landscaping, trimming shrubbery, mowing the lawn, and cleaning the campus.

*Library service.*—The duties here include working at the circulation desk, marking and shelving new books, assisting in finding reference material, compiling bibliographies, maintaining special library files, typing, checking student library attendance, and preserving order in the library.

*Health and hospital work.*—These youths do such work as caring for sick students and administering first aid, keeping medicine cabinets clean and well stocked, and seeing that the clinic cots are kept in sanitary condition.

*Home economics.*—This work consists of serving food, clearing tables, distributing surplus commodities, and acting as cashier.

*Recreational assistance.*—NYA students supervise children's play activities, assist in high-school physical education classes, issue and receive gymnasium equipment, and give special care to the locker and shower rooms.

#### WORK IN A PLANT CONSERVATORY

Dusable High School, Chicago, Illinois

Four NYA youths selected because of their interest in this type of work, operate the plant conservatory in the school under the direction of a biology teacher. Before the inauguration of this NYA project, the conservatory had not been used effectively. The workers get experience in mixing soil, planting and caring for plants, and in general greenhouse operation. Their work is of definite value to the school. Students from the biology classes visit the conservatory. All plants used in classwork are now grown in the greenhouse. These Negro boys have taken a real pride in their work and often spend time in addition to that paid for by NYA. The work has been valuable to the students. Several of those who formerly worked in the conservatory have since secured jobs with the Chicago Park District.

#### AN EFFECTIVE SUPERVISORY ORGANIZATION FOR NYA

Public High Schools, Chicago, Illinois

There are one or more placement counselors in each of the public secondary schools in Chicago. In a number of instances the NYA supervisor is the placement counselor. The varied duties of these individuals include interviewing students with respect to their future plans, issuing social security numbers, registering students with the Illinois State Employment Service, giving guidance in job-hunting, helping students secure employment, and in general assisting students in occupational adjustment. Because of these interests of the placement counselors, it has seemed advantageous in some schools to have them supervise the employment of NYA workers in the school. The counselors, of course, would be more interested in the kinds of job experience obtained by these workers than the average classroom teacher. They are more likely to consider NYA experiences when making recommendations for future employment. Moreover, these individuals may know of part-time jobs which may be used to supplement the NYA program for some students who may not be reached by it because of inadequate NYA funds. In most schools the counselor is assisted in the selection and assignment of students by other guidance officers. In one school, the routine matters of handling the program are performed by the commercial department, thus leaving the full time of the counselor for other supervisory duties in relation to the program. NYA students handle

the clerical work in most of the schools. Those schools which have adopted this type of supervisory organization have superior programs from the standpoint of work experience and related training.

#### SELECTING AND ASSIGNING WORKERS

Bloom Township High School, Chicago Heights, Illinois

At the beginning of the year, the teachers in this school are asked to indicate the types of work they could supervise and the qualifications desired in the workers. A list of jobs and the necessary qualifications is then assembled by the NYA supervisor, typed in the form of a classified "Help Wanted" advertisement, duplicated and posted on the school bulletin boards. Students who believe they are qualified for NYA employment are requested to write a letter of application for one or more of these jobs, including in their application reasons why they should receive NYA jobs. Students are then selected and assigned to jobs on the basis of these letters of application. The successful operation of the system depends, of course, upon guidance and the over-all supervision given by the NYA supervisor.

A sample bulletin board notice follows:

WANTED—NYA students to fill the following jobs. You may apply for these jobs whether your NYA application has been completed or not.

JOB NUMBER	KIND OF JOB AND QUALIFICATIONS	NO. NEEDED
I	Bookkeeper—boy or girl. Neat, accurate, careful writer. Must have one year of bookkeeping and be fair in arithmetic	1
II	Book mender—Girl. Clean, neat, interested in books.	1
V	Gym assistant—Girl to help in basket room after school. Must be honest and dependable and be able to stay after school regularly.	1
VIII	Stenographers—boys and girls who have had at least one year of typing and shorthand. Excellent opportunity for career students. Show typing, English, and shorthand grades and name teachers of last semester.	6

Instructions are then given indicating information to be included in the letter of application, including a full explanation of why the applicant needs an NYA job. The pupil is reminded that his application is to help him find the kind of job he can do best. It is pointed out that neatness, cleanliness, and accuracy in the application will have an influence in his being selected for the job. Students are thus given definite training in job-hunting in connection with the NYA program in this school.

#### GROUP GUIDANCE

Rock Junior High School, East St. Louis, Illinois

This junior high school has an enrollment of seven hundred students with eighteen participating in the NYA student work program. Since in

a junior high school, students over sixteen years of age are usually retarded, it is evident that there may be many cases of maladjustment; therefore, a special type of supervision may be required.

The principal meets with these students approximately once a month for an hour's conference. In these conferences a number of items are discussed, such as "What kind of school work can I do that will prepare me to hold a job?" and "What is self-confidence and how can it be developed?" The points brought out in these conferences are emphasized in connection with the work assigned. The first results noticed from these conferences were improvements in work habits and attitudes of the boys and girls.

The results from this type of education of part-time student workers point to the conclusion that a work program may be made one of the biggest opportunities that the schools have for giving real training in vocational readiness.

#### STUDENT-AID FUNDS

Township High School, Evanston, Illinois

In this school, which enrolls three thousand young people, all student aid, including that provided by NYA, is administered in a work program through one "Student Service" office. The PTA is unusually active in student-aid work. The teacher who serves as NYA supervisor also administers the PTA funds. Students work to earn whatever money they receive regardless of its source.

An innovating system of records is operated. A card is made out for each student requesting aid. At the beginning of the year, before NYA checks have been received, many students apply for assistance in the purchase of books, the payment of fees, the purchase of glasses, the payment for dental work, and the like. Whenever money is given a student, the amount is entered in red ink in one column on the card. Another column on the card provides space for credits marked in blue whenever a student either works or pays cash into the funds. A social worker, employed by the PTA, visits the homes of students receiving aid to verify their need. Those students who are over sixteen and have needs which warrant receiving NYA jobs are placed on this program; other deserving students are assisted through other funds. If clothing is given students, a value is placed on the garments by the supervisor and this is entered on the debit side of the student's card. A student must have removed all his debits by the close of the school year in order to receive his academic credits. During the year he must maintain "good credit" (in terms of either paying back money or working) in order to continue receiving student aid.

This program presents several obvious advantages. The student aid ordinarily available under NYA is considerably supplemented. Funds are



Central's trackmen always clean up in their athletic contests. NYA girls at Central Colored High School, Louisville, Kentucky, see to that.

available to meet the needs of students under sixteen years of age. Any stigma which might be attached to student aid has tended to disappear because of the relatively wide use made of the Student Service office. Students are taught the importance of earning what they receive and of maintaining credit through the prompt meeting of obligations.

#### PROJECTS OF VARIOUS TYPES

Central Colored High School, Louisville, Kentucky

Central Colored High School has an enrollment of one thousand eighty, of whom one hundred sixteen pupils are assigned to NYA work. Since there are always more applicants than can be employed, the matter of selection is unusually important.

The guidance counselor has charge of the local administration of the program. Applications are filed in her office after a general meeting at which the aims, regulations, and benefits of NYA are explained. The applications are considered by a faculty committee composed of representatives of the various departments. The visiting teachers are consulted and when advisable, home calls are made by members of the committee. The faculty group also outlines the jobs which the school has to offer. Examples of these projects are:

Under the supervision of the director of physical education, NYA students keep the athletic field in condition and care for the equipment.

One student, who has been trained to administer first aid, performs this service on call and has the responsibility of keeping on hand all supplies needed for this service. Girls in the clothing classes cut and apply the felt letters and insignia to athletic sweaters, launder the uniforms, and keep them in repair.

The guidance counselor and the registrar supervise NYA workers who assist in the general office work, typing, filing, and keeping NYA and club records. The librarian has taught NYA students to make minor book repairs. These pupils also perform the usual library services. In a school of this size there is a tremendous amount of duplicating work. Four students, under the direction of the commercial teachers, perform all of the functions in connection with this job.

In the zoology laboratory, among other duties, NYA assistants assume responsibility for care of the aquariums and the propagating pans. They work in the other laboratories keeping the equipment clean and the supplies in order. The safety patrol does a splendid job of traffic direction at the five intersections adjacent to the school. These pupils work before and after school and at recess periods.

NYA workers are responsible for the care and arrangement of the cabinets and bulletin boards in classrooms and laboratories, they make charts and posters, help in scoring objective tests, and in some instances transcribe grades. Both young men and women are employed in the kitchen and the cafeteria. They help serve food, sell candy, clear tables and wash dishes. Recreational leadership and improvement and maintenance of grounds and building are included in the work plan. Under the heading "Miscellaneous" an interesting job might be described as "keeper of the keys." One boy earns his NYA money by helping students who have lost or misplaced locker keys.

Assignment to these jobs are made after considering the student's ability. When either the supervisor or pupil reports that the assignment is not satisfactory, adjustments are made by the faculty committee. The jobs have been selected to approximate as nearly as possible real work experience, and are designed to enable the student really to earn his pay, and at the same time provide a worth-while service to his school.

#### HORTICULTURE AND OTHER PROJECTS

High School, Rochester, Minnesota

The National Youth Administration program in the Rochester High School furnishes employment to thirty-two students who serve in many different departments in the school, including the secondary-school library, the boys' and girls' physical education departments, the greenhouse, the science laboratories, the vocal and instrumental music departments, the



industrial department, the English department, the social science department, and the administrators' offices.

The students who work in the library, shelve books, file and issue books, alphabetize cards, mend books, assist with the bulletin boards, open and collate books, stamp books, and keep the shelves in order. In addition, they are realizing the value of learning to care for public property. This work has widened their range of interest and has helped them to know of other vocational possibilities.

Students interested in horticulture are assigned to the school greenhouse which serves as a laboratory. Their main work is the daily watering of the plants. In addition to this, they remove dead leaves, weed pots, mix soil, pot plants, make and care for cuttings, plant and care for seedlings, fertilize plants, spray for insect and disease control, and arrange plants to bring out their beauty. Students assigned to this work are interested in the nursery field. If they do not enter this business, the information obtained will be of use whether they live on a farm or in the city.

The assistant principal is in charge of all NYA work in the school. She assigns students to teachers who in turn take direct responsibility for them. The teachers realize that the student is supposed to gain from his experiences, that he is to learn while he is working, and that he is to be given the proper training and supervision.

In the fall before the beginning of the school term, students and parents are informed of the NYA program by newspaper notices. Each applicant and his parents are carefully questioned. In addition, the teacher in charge examines all of the secondary-school records to see that the most deserving and the most needy pupils are chosen for the work.

#### A PHOTOGRAPHY PROJECT

Senior High School, Meridian, Mississippi

Under the guidance of a science teacher, the photography group has been making photographs for the school's yearbook. These pictures include individual portraits, group pictures, scenes of campus and buildings, interior views of the school buildings, flash pictures of basketball games and other school activities, and various other pictures of student life. Pictures for the school paper, for the guidance department, for official records, and for publicity of the school activities for the local newspaper are also made by the students. The work of NYA students includes planning with the faculty adviser the publication of the pictures to be made, arranging for appointments with the persons in the picture, the processing of negatives and prints, and the mailing of prints to the engravers. Films are developed from the opthalmograph. The mixing of chemicals is done in the darkroom. At present the NYA group is considering the study and

making of photographic murals depicting various phases of school life. These will be placed on display throughout the school.

All prospective NYA students are given forms for certification and for the oath of allegiance from the supervisor's office. When returned, these applications of prospective NYA appointees are recommended or rejected when investigated by the committee on guidance. This committee investigates the need and passes on the merits and adaptability of each applicant. Those found to be the most deserving in the opinion of the committee are placed on one of the projects which the school has in operation. Rejected applications are kept on file and, after more investigation, are, as the opportunity affords, placed on some NYA project. The committee attempts to place each individual according to his needs, educational status, and desires. NYA assignments furnish actual exploratory experience in the various fields which the applicants are considering as their life work. Such placement enables them, under proper guidance, to discover more easily their talents and weaknesses.

#### NYA IN SCHOOL AND OFF CAMPUS

High School, Norwood, Ohio

Norwood High School employs approximately seventy-five students on its NYA in-school program. The administrative committee for the program consists of the principal and the two deans. It is a policy that all NYA work be performed outside of the regular school hours, except in very special classes. All NYA students carry a normal school program.

In the spring before the close of school, the local branch of the Hamilton County Community Chest, known as the Service League, arranges for three days at the end of the summer during which time contacts are made with all NYA applicants. Every student on the NYA program in June is asked to leave a self-addressed postcard in the office. This is sent to him about the fifteenth of August, giving him an appointment for an NYA conference with the dean. At the same time the visiting teacher gives three days before the opening of school for NYA conferences.

Before the faculty leaves for the summer, each member is provided with a form on which he reports his reactions to the student who worked for him the past year. At the teachers' meeting before the opening of school in September, each teacher receives another form on which he requests the student, or type of student, he wishes for his work. This form is, in a sense, a job analysis.

Ordinarily, conferences begin about the twenty-fifth of August. Students come in at the appointed time for rather lengthy conferences. They are asked what work experience they have had during the summer which

might change the type of work they have done in the past. The deans in these conferences take the opportunity to get as well acquainted as they can with their students. At the end of the conference, if the student seems to be eligible for work, he is given two application blanks and an appointment is made for him with the Service League. On Friday afternoon (before school opens) the principal meets with the entire group and administers the oath of allegiance. This is done with considerable ceremony. He also talks with the student group regarding the opportunity and responsibilities of their NYA appointments.

Sometime before the list of certified students returns from Columbus, the principal and deans discuss the faculty requests and decide what modifications should be made in them. When the list returns, each student is given a contract. This contract has two parts. In the one part the student agrees to three specific obligations: (1) his responsibility for reporting on time regularly to his supervisor, (2) his obligation to maintain scholastic standards as required by NYA and the school, and (3) his obligation to maintain his record as a good citizen. The second part of the contract is the teacher's obligations: to provide direction for the project, to employ the student regularly at worth-while work, to report to the deans any dissatisfactions as they arise, and to confer with the student on work problems or adjustments. These contracts are returned to the office, recorded, and then forwarded to the teacher.

The only in-school jobs are in the cafeteria, the bookstore, and keeping various school records. These all require some sacrifice on the part of the student holding them. The key record girl and the bookstore girls are at school forty minutes before the beginning of the home-room period, and the cafeteria students lose one full period during the school day. Since there are only six periods in the school day and the average program requires five, cafeteria workers have no study period. They are required to have an all A and B record and must be certified at regular intervals by their home-room teacher. If their grades are not kept at the required standard, they are re-assigned to another project.

The in-school projects are typical of all secondary schools, but there are a number of off-campus projects. First, for the day nursery, run by the Service League, the school furnishes four girls who work there on a regular schedule. These girls take care of the smaller children returning from the kindergarten or the first grade. They prepare and serve an afternoon lunch and help teach the children group games and singing. The Service League has found that certain girls do one type of work better than another. These young women are working on a daily schedule—some report immediately after school at half past two, others at half past three. Upon graduation,

every girl who has ever worked for the league has been placed in a job by that organization.

The second off-campus project is a stenographic-clerical project in the elementary schools. There are five elementary-school principals, all of whom are developing a permanent record system. Each principal requests a girl who is in the office-practice class in the secondary school. These requests are among the first ones to be filled. The girls are taught telephone techniques by the telephone company, filing, and record keeping, and they also take dictation.

In addition to the elementary-school principals, the clerk of the board of education, the visiting teacher, and the secretary to the superintendent have NYA assistants. One girl works on the census file, another one helps to keep requisitions for school supplies, and a third does general office work in the board of education office. These girls also have been regularly employed after graduation.

The third off-campus project is in the kindergarten and the libraries of the elementary schools. Three of the five elementary schools now have library and kindergarten assistants.

Norwood High School has had no difficulty in finding students to do volunteer work, since so much of the NYA work is done outside of school time. The school finds, also, that NYA students do a great deal of work which they never record on their NYA time cards.

#### HIGH-SCHOOL EMPLOYMENT AGENCY

High School, Allentown, Pennsylvania

After the quota of NYA workers for the school is determined, a call is issued for a meeting of all pupils interested in participating in the program for the year, all who believe they can qualify with respect to age, citizenship and need. During the meeting, the administrator of the program emphasizes the following: (1) the qualifications of student workers as set forth by the NYA; (2) the responsibility of workers to maintain a satisfactory level of scholarship, school citizenship, and workmanship for their continuance in employment; and (3) the responsibility of pupils who are selected to effect their own placement as workers.

This first meeting also serves as the appropriate occasion to explain to the pupils the factors involved in getting a job, the value of a good record as a student and school citizen, the importance of favorable contacts previously made with prospective employers, the availability of reliable information about jobs to be had, the factors to be considered in the evaluation of one's own qualifications for the jobs available, and how to prepare for an employment interview and how to take part in one. The pupils are told that the administrator and others stand ready to give assistance to indi-

vidual pupils who have difficulty in finding employment, but that actually securing employment is each student's own responsibility.

At the close of the meeting the students are instructed to report on their own time to the administrator or to the girls' counselor and fill in a preliminary application blank. This blank furnishes the basis for interviews with individual pupils. Each pupil's case is checked against his school record and the records of the Social Service Exchange, an office established locally as a clearinghouse for all relief and social service case records. Occasionally, additional information about doubtful cases is sought elsewhere. After the completed form is checked for errors and omissions and the declaration of citizenship and oath of allegiance have been executed, the student is issued the following certificate which authorizes him to seek employment.

<p style="text-align: center;">NATIONAL YOUTH ADMINISTRATION</p> <p style="text-align: right;">Date.....</p> <p>This certifies that..... has been approved to seek employment among the teachers of the Allentown High School. He has pledged himself to do faithful work to the average of one hour a day per week, to do satisfactory work in all his studies, and to be a good school citizen.</p> <p style="text-align: right;">Respectfully, JAMES W. RICHARDSON</p> <p style="text-align: center;">..... SUPERVISOR</p>
---

Simultaneously with the issuance of the call for the first meeting of pupils, faculty members and other employees of the school district in the secondary school are invited to submit to the school administrator requisitions for pupil workers. The requisition includes the name of the teacher, his home-room number, the description of the work to be done, the time of day or school period when the pupil's services are required, and the qualifications required of the worker. The information from all the requisitions is summarized on the Help-Wanted sheet (see page 98).

The Help-Wanted sheet is displayed on a bulletin board so that pupils seeking jobs can refer to it easily. As positions are filled, they are stricken from the list.

When a student is given the certificate authorizing him to seek work, his attention is called to the Help-Wanted poster. If his qualifications are such that he can fill a position to his liking, if his reputation in school recommends him, and he knows how to sell his services, he usually has no difficulty in finding a job. Oftentimes, the services of certain pupils have been engaged tentatively by teachers even before the certificate has

been issued. After the pupil has returned his certificate signed by his employer, a record sheet is filed for him in a loose-leaf ledger. This record is kept up to date and becomes his history as an NYA employee.

As can be expected, some students have difficulty in finding jobs. If they do not voluntarily bring their difficulties to the attention of the administrator or the counselor of girls, they are called in and interviewed.

#### HELP WANTED

ROOM	TEACHER	DESCRIPTION OF THE JOB	WHEN SERVICES ARE REQUIRED	QUALIFICATIONS
206	Mrs. Herbert	Checking tests, recording marks, writing lists, etc.	Any period	Preferably a commercial senior
1	Mr. Knauss	Cleaning and keeping tools in order in the auto shop	7:30-8:00 and 2:30-3:00	A boy who has some shop training
305A	Miss Struthers	Clerical and monitorial duties	8:00 A. M. and after 2:35 P. M.	A clean, polite boy from the vocational department, junior or senior

Difficulties are analyzed and suggestions made to assist the pupils in obtaining employment. In no instance is any pupil assigned to an employer. In every instance, the employment relationship is entered voluntarily by both pupil and teacher. Whenever a pupil is unable to obtain employment, he must accept that which is less desirable or remain unemployed.

#### AUTO-MECHANICS EXPERIENCE

Lincoln High School (Colored), Dallas, Texas

The main duty of the NYA boys assigned to the auto-mechanics shop consists of work experience in the general repair of automobiles. Under the supervision of the auto-mechanics shop teacher, the boys help keep automobiles, which are property of the public schools, in good condition. They overhaul motors, recharge batteries, adjust headlights, vulcanize tubes, do necessary electrical work, and wash and grease cars.

This project serves as a laboratory course in auto-mechanics, furnishing an opportunity for the young men to become acquainted with the equipment of an auto-mechanics shop. Important factors in operating a successful shop or service station, such as efficiency, knowledge of procedure, observance of rules, cleanliness and neatness of work, proper attitudes and personal appearances are stressed on the project.

While training the individual is the primary function of the project, the school also receives benefits from the work performed. School auto-

mobiles are kept in good condition, shop equipment is properly maintained, and shop instructors are provided more time for supervision.

The work program is well administered. Students make written application and, in some cases, personal applications for project work. The selection of students for NYA projects is based to a very great extent on the students' interests. They are permitted to choose the type of work they desire and to change this work if they become more interested in another endeavor. Thus each student is able to adjust himself to a particular type of work suited to his aptitudes and interests.

#### TRAFFIC CONTROL

Public High Schools, Fort Worth, Texas

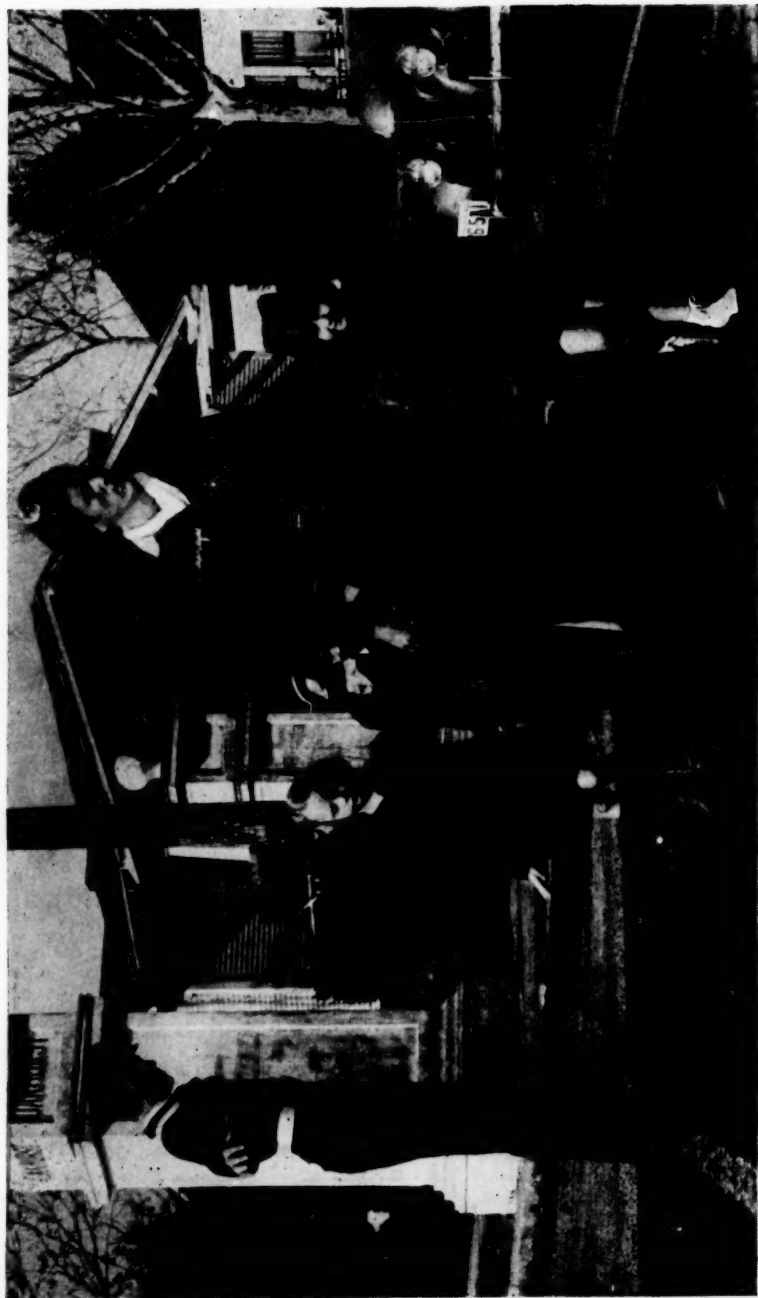
Fort Worth's NYA school traffic organization has met an essential community need, and is proving of material assistance to the local police department in patrolling traffic centers near the schools of the city. The organization evolved last September from an urgent need of the police department for help near school safety lanes. For an hour in the morning and afternoon, as school commenced and closed, traffic around school centers was badly congested, and it was necessary for the police department to appeal to local citizens for assistance.

An alert Dad's Club committee on safety investigated the situation and, with the aid of the National Youth Administration, proposed to organize thirty school youths in a traffic safety organization to assist the police department. The proposal was adopted by the superintendent of the Ft. Worth schools. High-school principals selected the boys for the organization. As sponsor of the organization, the Tarrant County Dad's Club furnished uniforms and equipment for the youths.

A joint committee, composed of NYA officials, school officials, the Dad's Club committee, and the police department surveyed and charted street intersection and traffic centers to be patrolled. The police department volunteered to furnish safety instruction one hour a week to the boys on this project. Additional supervision is furnished in the field by a motorcycle patrol. The boys do not have police authority, but act as aides to the police department, routing pedestrian and school traffic.

Benefits accruing from this co-operative project are far-reaching. The youths are receiving technical training in a responsible job, the police department is better able to handle traffic problems, and the influence in safety measures in Ft. Worth has been increased through this project.





The public school Safety Patrol, composed of NYA youths, assists the local police in guarding traffic and safely conducts school children across the streets, Fort Worth, Texas.

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## CHAPTER VI

### Some Examples of Articulation

#### A CONSTRUCTION PROJECT

Roland, Arkansas

An out-of-school work project located at Roland, Pulaski County, Arkansas, to construct a six-room school building with an auditorium and gymnasium, landscape a five-acre campus, install an electric water pump, repair a pump house, install all plumbing and electrical fixtures, and construct approximately twelve hundred lineal feet of sidewalks was started on September 5, 1940. One hundred thirty-nine youths have been assigned to this project: ninety-three young men and forty-six young women. Two full-time supervisors are furnished by the National Youth Administration. The school officials are co-operating by furnishing assistance in the related training program.

Youths assigned to this project are given work experience in all phases of construction, such as stone masonry, brick masonry, carpentry, painting, and plumbing. An attempt has been made to give to the individual youth instruction in the field for which he is best qualified.

This building will replace a school building recently destroyed by fire. Upon completion, it will be one of the best school buildings in the Pulaski County school district, which has forty-seven school buildings.

Workers on this project are divided into two shifts, each group working eighty hours per month. A schedule is placed on the bulletin board showing each youth the days he is to work and the duties he is to perform. By following this procedure, youths are trained in regular work habits.

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NOTE: A large number of out-of-school programs are articulated with schools and colleges. Most of the selected group described in this chapter are connected with schools of secondary grade, but a few are connected with teachers colleges and other higher institutions. Two or three projects which are not connected with any institution have been included because of their intrinsic interest.

By and large, the related training furnished to youths on out-of-school projects has been vocational in character. It is inevitable that much of it must be vocational, particularly in a period of total defense. In the opinion of the editor, much more could and should be done with civic competence. Many out-of-school youths need to become better readers. All of them can profit from the discussion of vital social problems: Why do we have labor unions? Why can't we have a decent house? Why is there unemployment? Why can't we all have adequate incomes? If these out-of-school youths are ever to become socially competent, related training of this sort must be provided for them by local school administrators.—P. B. J.

The principal of the school, in co-operation with the project supervisor and the vocational agriculture instructor at Joe T. Robinson High School, which is approximately ten miles from the project, has worked out a related training program which stresses all of the fundamentals pertaining to construction. The youths are given specific instruction in the use of various hand tools, thus enabling them to put into actual work experiences the theories taught in the related training classes.

#### AN EXPERIMENTAL AGRICULTURAL PROJECT

Co-operation of NYA, the Public Schools, and an Agricultural Experiment Station, Bard, California

The Bard Experimental Agricultural Project is located on the eastern edge of Imperial County on the Colorado River, at the United States Agricultural Experiment Station, Bard, California. There are twenty-five young men and fifteen young women employed on the project. Since this Agricultural Experiment Station is located within the bounds of the Yuma Irrigation Project it serves for experimental purposes, primarily for that irrigation project. The Yuma Project contains sixty thousand acres of irrigated lands. In addition, this experiment station co-operates with the Imperial Irrigation Project which has an irrigated area of six hundred twelve thousand acres, and with the Palo Verde Irrigation Project which has an irrigated area of seventy-two thousand acres.

The youths of these communities are from farming areas and expect to enter the farming industry. They are receiving valuable training at this Experiment Station in the type of work they will do in the future.

The work experience of the male youth employees consists of leveling and making lawns; pruning ornamental trees and shrubs; pruning deciduous trees; propagating trees and shrubs from cuttings; harvesting small lots of special plant seeds, including grasses, clovers, and ornamental plants; taking crop notes on experimental plantings; installing water lines for irrigating and domestic purposes; eradicating weeds by chemicals; irrigating by different methods; re-wiring of buildings on station grounds; painting buildings; repairing farm equipment; cement lining and repairing of irrigation ditches, and operating the cotton gin. The girls are assigned to clerical work including typing, calculating, checking and filing of data, and taking dictation.

Supervision is furnished by the regular employees at the Agricultural Station, under the direction of Ralph E. Beckett, farm manager at the station. Each type of work is supervised by the man who is trained for that type of work.

The youths are given valuable related training on the project site. In addition, most of the students are taking classwork in various related sub-

jects at the Yuma High School. These youths would not have been able to take this part-time schoolwork had not the NYA work been available for them to meet the necessary expenses. This actual experimental work and related training aids these young people in determining the types of courses they need to equip them for agricultural work in their own communities.

#### COOKS AND WAITERS

Co-operation of NYA and the Public Schools, Long Beach, California

The cooks and waiters project of the NYA is located at 531 American Avenue, Long Beach, California. There are twenty-nine girls and five boys assigned to the project. Supervision is furnished by the Trade Extension Division of the Long Beach public schools. One teacher supervises the waiters' and waitresses' activity, and another supervises the cooking activity.

This project attempts to provide complete work experience in all phases of cooking and waitress activity, with the idea of the youth being placed at a later date in restaurants. At the present time, there are placed in restaurant jobs about three youth a month from this project. Both of the supervisors have had extensive training and experience in this line of work and are also active members of their local union. Through this contact, they are able to secure jobs for the youth.

Very few school systems offer any type of training in this line of activity. After contacting a number of restaurant owners and hotel managers, it was found that there is a definite demand for highly trained and skilled workers in this field.

Arrangements have been made with the local continuation high school to certify ten students each day who are, for the most part, from relief families. These students are given lunch served and prepared by the NYA project youths. In addition to this, the project youths cook and serve luncheon for themselves each day.

Since the project is set up in co-operation with the school system, and constitutes the only type of training that the schools give in this field, the related training is given on the project. In addition to his sixty working hours, each youth spends twenty hours a month on related training. This includes posture, table decorations, correct dress, job ethics, diet, food chemistry, food values, and the origin of food. The work experience and related training are both given by the same teacher and the correlation is high.

#### CLINICAL AND HOSPITAL ASSISTANCE

Co-operation of the NYA, a Public School, and a Hospital, Oakland, California

The Children's Hospital of the East Bay, located at 5105 Dover Street, Oakland, California, is the site of an interesting National Youth Adminis-

tration project to give work experience to young people interested in clinical and hospital assistants' work. This hospital, serving as a clearing-house for outpatient children, provides an excellent opportunity for youths between the ages of eighteen to twenty-five to learn while acquiring bona fide work experience.

Meeting the needs of an industrial community in the fields of hospital and medical social service is everywhere pressing today. The Children's Hospital is being assisted in its efforts to serve these needs in the Bay area by the addition to its staff of twelve interested NYA youths. As the additional youth staff could not be obtained under the regular operating budget of the institution, the National Youth Administration is offering a real service to the community.

The first step toward the success of the project work is to insure proper supervision of all types of work and training offered. The hospital supervisors are charged with the responsibility of instructing and keeping records for each youth assigned to them. All records are turned over to the head of the social service division, the official through whom all contacts with the local area offices of the National Youth Administration are made.

That the program under way is of benefit to the youths may be readily ascertained by glancing at their periodic work-progress reports. These reports, made by the hospital staff, are given to the area NYA office where they are used in analyzing the needs of the youth. Since the inception of the project in July, 1939, the majority of young people assigned have made most satisfactory progress in acquiring good work habits.

The eleven young women and one young man, at present assigned to hospital and clinical assistance work, are given a variety of tasks in relation to the normal functioning of the institution. The girls are serving as receptionists, doctors' and dentists' assistants, clinical assistants, and helpers in the diet kitchen. One young woman who is especially interested in the care of children is devoting her full time to the weighing and measuring of patients in order that accurate progress charts may be maintained. A number of the youths including the young man, who is a pre-medical student, are working in the diet kitchen. Here they have an opportunity to share in the planning, preparation, and serving of meals to patients. Another and rather unusual hospital assignment has been made to permit a girl interested in laundry management to work in the laundry room.

In addition to the work experience at the hospital a fairly comprehensive related training program is being conducted within the local school for the youths. Of the twelve youths assigned, seven are taking supplementary courses in the service or clerical fields. Of highest value in the way of training, because of the interrelationships, are the regular fifteen-



minute lectures by physicians at the close of each clinic. The physician reviews the most important daily aspects of the clinic and makes suggestions for further study concerning these.

#### AN AIR DEPOT RESIDENT PROJECT

Grant Union High School, Sacramento, California

The NYA resident project at the Air Depot at Sacramento, California, is conveniently situated on the grounds of the new Grant Union High School. Directly across the street from the high school, a complete new resident administration building, dormitories, and utility buildings are under construction. Two hundred young men can be accommodated with these new facilities.

The site of the work project is four miles distant. This United States Air Corps base, better known as the Sacramento Air Depot, has been selected as the place to provide NYA youth with the necessary work experience demanded by aircraft industry prior to employment in the skilled trades. Three busses provide transportation to and from the air depot.

One hundred young men from fifty-four different communities, selected on a state-wide basis, work eight hours a day, five days a week, and four hours Saturday mornings as their weekly work program. Each youth is assigned to a skilled mechanic in one of the various productive departments in the plant and is given the benefit of the years of experience of their supervisors. The departments furnishing training to the NYA youths are machine shop, welding, sheet metal, serial repair, engine disassembly, engine assembly, electrical accessories, instruments, pattern making, and wing and surface work. The youths are also assigned to various phases of the work that come under the jurisdiction of the quartermaster.

Working under the watchful eyes of skilled mechanics and technicians, this work experience program has the dual advantage and responsibility of preparing qualified youth for their place in the field of skilled trades as well as contributing to the current national defense program on a definite production basis.

For this shopwork at the air base, the youth receives forty dollars per month, of which approximately one half is deducted for his subsistence. Through the efforts of the assistant resident supervisor, tools and technical reading material are available to young men who wish to increase their knowledge and efficiency.

Related training courses, designed to prepare and equip young men more fully for their introduction to private employment, are conducted in the evening under the direction of the high-school faculty. Classes conducted by qualified instructors include instruction in elementary and advanced shop mechanics, elementary and advanced blueprint reading,



At Resident Defense Project, U. S. Army's Sacramento Air Depot, NYA youths check tension on cylinder mountings with torque wrench.  
High standards prevail in the selection of young men for such important work.

business English, and first aid and lifesaving. All these courses meet with the approval of, and are recommended by, the air depot officials.

Student body cards are issued to all NYA youth in residence. This allows them to attend, without charge, all evening- and day-school functions. A general meeting is held every Monday evening in the high-school auditorium, followed by an informal fifteen-minute talk by the high-school principal or a guest speaker. This weekly program is concluded with community singing and selections on the school's new pipe organ. All other leisure-time facilities of the school are at the disposal of the resident youths.

The project supervisor includes on his staff an assistant, a secretary, a maintenance man, and two cooks. With the growth of this project, an additional supervisor will be added, thereby affording the youths more opportunity for personal consultation and also providing them with a broader leisure-time program.

Aside from administrative functions, the youths are self-governed. A resident president and the councilmen elected from the four dormitories meet weekly to discuss and work out their miscellaneous problems. All youths must answer to this elected governing body for their conduct and decisions. Youth committees handle all social programs. A newspaper is published twice a month by a staff composed of youths on the project.

#### CRAIG RESIDENT CENTER FOR GIRLS

Craig, Colorado

The Craig Resident Center is a homemaking center established in northwestern Colorado to serve the needs of the daughters of the coal miners. The resident center will take care of forty girls.

The fathers of many of the girls are employed only two days a week, three or four months out of the year. Coal substitutes and the working out of the coal mines has brought on a crisis in the lives of these families. Many of the girls have not seen the modern appliances that are used in the homes of more fortunate families, and when applying for jobs as maids and service workers, they are not skilled in the use of ordinary household tools. They have no experience or knowledge in working with many kinds of foodstuffs. They have had no opportunity to learn how to launder linen and finer types of clothing.

The center has been used a great deal by the community. The Woman's Club has used it for one public tea and their annual welfare meeting. The girls have co-operated in every way with the Red Cross. They have made sixty garments for the Red Cross. On the days during which cards were sold for Red Cross memberships, they volunteered to take care of the small children of Junior Women's Club members while the members sold the cards. The home was offered to a conference of welfare directors; case

workers held a noon-day luncheon in the house; and an open invitation has been extended to the American Legion Auxiliary to hold child welfare conferences at the center.

The girls live in the resident center. Housekeepers are selected each Monday morning, and the remainder of the girls work on the sewing project or clerical jobs. Each girl works eighty hours. Each group of girls takes its turn as housekeepers. This insures to each girl a well-rounded household experience. The young women go out of the house each morning to their project, thus giving them the experience of going to a job. Good work habits are established as they are not permitted to be late. When they arrive at the project room, their outside wraps are hung in a closet arranged for that purpose, and they are started on their work by their supervisor. In the middle of the morning and the afternoon they are given a five-minute recess. A well-equipped rest room adjoins the project room. The sewing room is operated on a production basis, and the room is arranged so as to insure no wasted movements. It is well lighted and heated—as a result, the project is operated in a quiet, efficient, and workmanlike manner.

Related training courses taught in the center are many and varied. The keen interest of the young women in the art of homemaking has prompted a short intensive training course. Whether the girl trains for a homemaker who does her own work or an employer of maids, the need for the training of the household worker is very evident. They are given definite training for teaching or typing, even though many of them are marrying and thus taking on the biggest job in life without any training for it whatsoever. Many maids have had to go into homes and learn everything through the trial-and-error method. This has proved costly to the employer and heartbreaking at times to the girl. The centers are practice houses where a practical and intensive course in homemaking is given. Proper related training as it is given in the resident center will raise the standard of the position of the domestic worker, since this training is given under actual working conditions with various types of equipment.

As related training, a food unit teaches the value of food and its use to the body, the planning of balanced low-cost meals, the intelligent buying of foods, and the preparation and serving of foods. Efficiency in the kitchen is stressed, with emphasis being placed on planned time schedules, step-saving and efficient use of utensils, and cleanliness and order. Special techniques are taught in individual fields such as in pastry making, meat cookery, and vegetable preparation. With this training, the girls may find specialized jobs. Careful training in meal service is given, and it is hoped that these girls may find jobs as waitresses and maids. The girls are taught to repair simple electrical equipment, methods of cleaning silver, linoleum, and painted and varnished surfaces. They are taught the most efficient

routine of house cleaning, household laundry, proper soaps and cleaning materials, the use of laundry equipment, and the methods of ironing all materials and garments. The ironing instruction and practice leads directly into a unit on clothing. The girls plan miniature homes and are taught furniture and picture arrangements. Interior decoration is taught by means of discussion, field trips, and actual practice in the house.

Beauticians come to the center three or four times a month. They teach the girls proper care of hair, skin, nails and proper make-up. Public health nurses visit the center to teach first aid, home care of the sick, and personal hygiene, as well as some dietetics. Following this training the girls will receive their first-aid certificates.

#### CONTROLLING INSECT PESTS

New Haven, Connecticut

In co-operation with the Bureau of Entomology and Plant Quarantine of the U. S. Department of Agriculture, the Connecticut NYA has, since 1936, carried on a program for the laboratory and field investigation of methods of controlling insect pests of corn and other vegetable and garden crops, popularly known by youth workers as the corn borer project. This joint undertaking has placed special emphasis on developing new insecticides and devices for applying them. In one recent instance the technical staff and NYA youth workers, assisted by officials of the co-sponsoring agency, developed a wholly original design for a "dust mixer," used, as the name implies, in mixing the various dry chemicals for experimental insecticides.

Under supervision and over a period of time the young people have developed and constructed an incubator and other laboratory equipment. As of January 29, 1941, the labor total for this project showed nine male and twenty female youth workers. The headquarters for the project is located at 56 Hillhouse Avenue, New Haven, Connecticut. There the workers are classified as laboratory, clerical, drafting, and bibliographic.

Field work is conducted in near-by Hamden where areas totaling seven acres are seasonally in use. Work of the laboratory unit is principally concerned with the study, under controlled conditions, of the various strains of the corn borer through all its life stages. This affords experience in the techniques of feeding and rearing larvae, handling specimens, weighing insecticides, repairing spray and dust equipment, developing new equipment, keeping records and data, and sanitation. Field work includes laying out corn plots and staking them for identifications, preparing insecticides, spraying and dusting, tagging plants, plant dissection, and keeping field records. Results obtained in the field and laboratory with insecticides and results of genetic experiments are illustrated by the drafting unit for

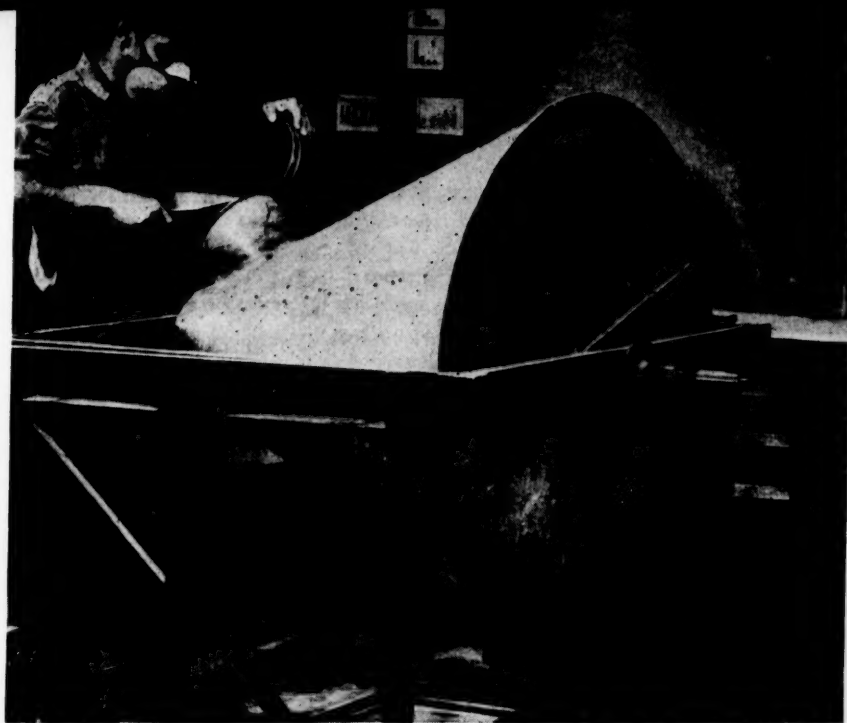
reports and manuscripts. Plot and geographical maps showing infested areas have likewise been prepared. The production of miscellaneous material for exhibitional and educational purposes and of drawings of equipment developed on the project affords a wide variety of drafting experience.

In order to make literature in specific fields of entomology readily accessible and to know the current techniques and procedures devised by other scientists, references are gathered by the bibliographic unit. These are obtained from old and current periodicals, pamphlets, and texts, and abstracts are made of each reference and filed by subject matter. Clerical and general office experience is given the youths in answering the many requests for government bulletins and other correspondence, in filing, typing, stenography, accounting, computing, materials procurement, and statistical work. These afford specific acquaintance with Federal agency procedures. The services of the clerical staff of both young men and young women are utilized seasonally in the field for the collection of plant data. The young women have proven themselves adaptable to what is generally thought of as a man's job.

Assigned by the Bureau of Entomology and Plant Quarantine are one associate entomologist in charge, one associate entomologist, and one junior entomologist. They supervise the several phases of the program and are assisted by an NYA-paid foreman who has a wide background in entomology. Much of his experience was acquired on the project when previously employed as a youth worker. This young man has already successfully taken civil service examinations, as have many other young persons assigned over a period of time to the project. A striking circumstance about this project is the fact that youths of varying educational backgrounds seem to benefit from the work experience to the extent of getting employment in related fields. Young men of lesser educational attainments have obtained jobs in gardening and landscaping. Those of higher educational qualifications are now working in highly technical positions with state and Federal agencies. Likewise, young women have found Federal and private employment, principally in clerical positions, directly as a result of the experience acquired on this project.

Through the operation of this NYA project the different phases of the fight against the corn borer and other insect pests have reached considerably more advanced stages than would otherwise have been possible. Much valuable time has been saved in making available to the public the more effective insecticides and methods of application with the resultant saving of crops and money.

Under the terms of the agreement between the NYA and the U. S. Office of Education, the related instruction given previously by project supervisory personnel has been discontinued, but it is now expected that arrange-



Mixing dry chemicals for experimental insecticides engages the attention of the NYA youth shown above. Good jobs reward workers skilled in insect pest control, Connecticut NYA, New Haven.

ments will be worked out for such a course in co-operation with the regularly constituted educational authorities.

#### A RESIDENT CENTER Habersham, Georgia

Since Habersham draws the majority of its three hundred-odd youths from the northeast section of Georgia, in which it is located, this project has always been "geared up" to the needs and opportunities of this region. The excellent agricultural program at Habersham—the boys operate a three-hundred-sixty-five-acre subsistence farm which furnishes the bulk of the food for the project—is adapted to this section. Stress is laid not only upon purebred livestock, but also upon such products as apples (which thrive here, and for which there is a good market in Georgia), rather than upon tobacco, which will not grow successfully in this climate. Electricity and radio likewise receive heavy emphasis, since the extension of the Rural Electrification Administration has opened up opportunities in these fields. Young men who have specialized in these fields have returned home and established successful practice in these trades. The welding department has a placement record of about 100 per cent, and a standing order for



many more welders. The machine shop cannot meet a fraction of the demand upon it for "shop-broken" labor, with the result that many employers are willing to hire a boy who has had only as little as from three to six weeks' training in the machine shop.

Young women receiving work experience in crafts have formed a guild to "fix" the quality of their fine work at a high level to guarantee its marketability. They are now earning a living by producing craft products or by teaching. Ceramics has afforded many youths an opportunity to establish their own roadside potteries, while others have been employed in commercial pottery plants in the state. Every youth rotates from unit to unit for his first six weeks to determine his interests and aptitudes and select his field of specialization.

The influence of this project is extended throughout Habersham and other near-by counties through such media as the community hatchery, where farmers can have their eggs hatched at cost; the cannery, operated by project youths on the same basis; and the feed mill, where farmers may have their corn ground and learn how to mix their own feed at home. The woodshop has made many products for schools in the county. Boys and girls in the radio department repair worthless radios purchased by the county school superintendent for fifty or seventy-five cents each. These are then given to the grammar and secondary schools in the county, where they are used to bring educational programs into the schools. Many of these children had never heard a radio prior to this time.

#### A REGIONAL RESIDENT PROJECT

Weiser, Idaho

At the present time sixty girls are receiving work experience augmented by related training in homemaking and its many units leading to the development of a modern homemaker. Twenty more girls are getting valuable training and splendid work experience in typing, shorthand, and general office practice in the offices of the project and the offices of public agencies of Weiser.

Three hundred twenty-five boys are receiving work experience and related training in building superintendence and steam engineering, landscaping and surveying, metal trades and mechanics, the various construction trades, the broad field of agriculture, commercial foods and in business training. Considerable effort is given to placing each youth in the division where he will have the maximum opportunity for success.

An increasing amount of production work is being done for the local community, the county, state and Federal agencies. A fine, wholesome, co-operative attitude exists between the city, civic, church, and fraternal organizations, and the staff and youths on the project. Many entertain-

ment and educational features are exchanged between the project and the community.

Each day is divided into three equal parts: eight hours of duty and responsibility for work experience, related training, and the other essential parts of the program; eight hours for sleep and rest; and eight hours for meals, reading, writing, relaxation, recreation, and free time. During the first eight hours, the youths have from four to six hours' work experience five days per week. This varies according to the amount needed in the different divisions. All youth on the project spend from two to three hours a day, five days a week, on organized, planned, supervised, and related work. This augments and supplements the values received in productive work experience jobs.

In most cases the work experience is accomplished under the supervision of trained NYA foremen. The related training program is carried on under the supervision or direction of the state department of vocational education. In a few instances the work experience and the related training are given under the direction of the same individual. However, this individual has received his foremanship training and gives the related work under the supervision of the state board for vocational education.

This project is organized in such a way that the plans, policies, and budget are agreed upon by an executive committee composed of representatives of the NYA, the state board for vocational education, and the Independent School Board of Weiser, Idaho.

The director administers the program and a co-ordinator, provided by the state board for vocational education, supervises the instruction given as related and foremanship training. An assistant director is in charge of the works division and supervises the work experience in all divisions through a system of work requests, work orders, and job tickets. Divisional heads carry the program to the foremen, supervisors, and youth employees in the units planned by the director, co-ordinator, and assistant director.

An adequate health instructional program is the basis on which the entire project rests. Another extremely valuable feature is the recreational program carried on by means of a wide range of cultural, social, and physical activities. A splendid spirit of co-operation and democratic friendliness exists among all people on the project.

#### THE ILLINOIS NYA MUSIC PROJECT

Chicago, Illinois

Launched over four years ago, the NYA music project in Illinois extended its activities last fall into a state-wide program. The Chicago NYA Symphony Orchestra, composed of fifty-one young Chicagoans and directed by Irwin Fischer, is the most important unit of three. This project

*offers musically talented youths unusual practice experience in individual instrumental work and in symphonic co-ordination, under the batons of excellently qualified conductors.*

Inspired by the success of the three symphonic orchestra units—at Chicago, East St. Louis, and Decatur—the NYA envisions the successful establishment of additional symphonic units throughout the state. Fifty-one NYA instrumentalists follow the baton of Conductor Fischer in Chicago. The unit presents monthly concerts at the Illinois music project center, 632 North Dearborn Street. These programs are well attended and have been greeted by enthusiastic audiences. Concerts have also been given for Englewood High School and for the Chicago Teachers' College.

Co-operation has been extended to the NYA music project by schools, colleges, newspapers, and trade unions in every part of the state. Fifteen radio stations already have broadcast a series of thirteen symphonic recordings made by the youthful Chicago NYA Symphony Orchestra.

#### A GENERAL WORKSHOP

Indianapolis, Indiana

With emphasis on preparation for work in the defense industries, the National Youth Administration has set up large, well-equipped workshops throughout the state. One of these is situated at 537 North Capitol Avenue, Indianapolis, where three hundred forty-seven boys are receiving work experience in all types of wood and metalwork, welding, auto mechanics, and radio work.

One of their largest tasks is the construction of fifteen hundred metal quail pens for the state department of conservation. This work is being done on an assembly line similar to that done on a production line in industry. All of the frames are being welded by both electric and acetylene methods in the shop. Young men also are making waterproof metal trunks for storing clothes and tools in the game warden's trucks owned by the conservation department.

In the woodworking department, one hundred twenty drafting tables are being made for an experimental drafting department which is to be installed on the project. This was found to be necessary because orders are received frequently from sponsors for which working drawings must be made. The woodworking unit also is making two hundred small tables for NYA resident camps. Forty ping-pong tables and thirty radio tables are being made for Fort Benjamin Harrison.

The sheet metal division is making metal wood-finished cabinets, and the auto mechanics division is dismantling old airplanes and repairing old automobiles. The radio unit is making thirty radios for Fort Harrison and is constructing a tower.

All young men employed on the project work one week and attend classes three hours each day during alternate weeks at Arsenal Technical School in Indianapolis. They attend classes in the school shops and are taught by regular members of the faculty. In addition to instruction in all the processes of machine operation, they have classes in blueprinting and precision instrument reading. A general guidance course acquaints them with job requirements and the best ways of applying for jobs.

#### A NEGRO WORK EXPERIENCE CENTER Indianapolis, Indiana

Three buildings and a large tract of ground formerly used by the Colored Orphans Home in Indianapolis were released by the Department of Public Welfare to the NYA for use as a work experience center for colored boys and girls. NYA boys cleaned and painted the buildings and landscaped the grounds. A number of the projects for Negro youths in Marion County were moved to the site.

Of a total of four hundred youths, more than two hundred girls are employed on a homemaking project which is housed in one building. Garments are made for the Department of Public Welfare and the county poor farm. Since there is no Negro orphanage in the city, the children are placed in homes by the Department of Public Welfare. These orphans are brought to the project for fittings. This gives the workers added experience in selecting materials, working with patterns, and making clothes to fit. Garments also are remodeled for the various institutions.

In addition to cutting, fitting, sewing, and repairing, the young women do laundry work and cleaning. Until other arrangements can be made, an agreement is in effect with the vocational education division whereby a qualified home economics teacher gives related training on the project. The girls are given instruction in meal planning, serving, budgeting, and personal care.

A well-equipped workshop with modern machinery for wood and metal working is also in operation in one of the buildings. This shop provides young men with practical experience in repairing furniture and prefabricating doors and wall panels for use in resident camps. They also learn to do shoe repairing.

Using print shop equipment which was already in the building, NYA youths are engaged in setting type and printing various forms for the Department of Public Welfare.

Plans to convert the work experience center into a resident center for Negro youth are now under way. A new shop building is under construction. When it is complete the workshop will be moved to it, and the older building will be converted into a dormitory.

All boys employed on projects at the center attend special classes in shopwork at Crispus Attucks High School. They work one week and attend classes three hours a day during alternate weeks.

#### A SCHOOL LUNCH PROJECT

Clear Springs Township School, Jackson County, Indiana

Outstanding among school lunch projects in the state of Indiana is the one in operation at the Clear Springs Township School, Jackson County, Indiana. In a desolate, rural area, the school serves a neighborhood where pupils lack a well-balanced diet at home. Many would have no lunch if provision were not made by the township trustee, the project sponsor.

The twenty NYA workers come to the school each morning on the regular school bus, and spend the entire morning preparing lunch. They use surplus-commodity food supplied by the Federal Marketing Administration and supplemented by the trustee. At noon they serve two hundred fifty lunches, wash the dishes, and do the cleaning. They work a total of six hours each school day. In the remaining hour of the school day they attend a class taught by the school home economics teacher who is employed for this class by the state department of vocational education. Instruction is given in economic purchasing, in planning balanced meals, special diets, and children's diets, and in planning the next day's lunch. At the end of the classwork, the NYA girls are taken to their homes in the school bus.

This project is designed to prepare the students for jobs in restaurants or in homes, as well as to enable them to assist their own families in preparing more nutritious and economical meals. It is of great benefit to the school and the community as a health building measure. It has proven so successful, particularly in regard to correlating classroom training with actual project work, that it is being used as a model for similar projects throughout the state.

#### A GIRLS' RESIDENT PROJECT

Atchison, Kansas

At Atchison a resident project is maintained for both full-time and part-time girls. Those on a full-time basis are selected from the state as a whole. Though they desired to finish high school, these girls, for economic and other reasons, were forced to stay out of school for some time, and as a result they hesitated to return to school in their own local communities because of age. They were anxious, however, to have this opportunity in a community where they had not originally gone to school. The curriculum is arranged so that these girls may take all of their courses in the morning and do their project work in the afternoon.



Many young men of the NYA Resident Project at Fort Hays State College, Hays, Kansas, work and gain experience in general farming.

The girls may work on a regular sewing project or a power factory production sewing project. The latter is maintained in connection with this particular project so that interested girls may go into private employment in garment factories after they have received the necessary work experience in connection with the power machines.

The girls live in a large home furnished by the NYA. They obtain training on their own time in all phases of homemaking. As in all other girls' resident projects in the state, two home economics graduates are assigned as supervisors. One of the supervisors is in charge of food preparation and care of the home, and the other is in charge of the actual production work, for which the girls are paid on the project.

The girls giving part time to the project work in two shifts and come from neighboring counties, so that the facilities for housing are made available for double the number of girls on this part-time basis. There is a very valuable carry-over noticeable when these part-time girls return to their homes and transmit much of the information in home care that was obtained through their project work experience. At the present time ten girls are working full time on this project. Approximately thirty girls are working part time, so that fifteen report each shift for a period of twelve days a month.

FORT HAYS STATE COLLEGE RESIDENT CENTER  
Hays, Kansas

This project is located on the campus of the Fort Hays State College where approximately thirty girls and seventy-five boys are assigned NYA employment for ten months. All youths are secondary-school graduates

and eligible for a limited number of college hours in addition to their work project assignments and vocational courses given by the state vocational department. The young men have four options for assignment: livestock and dairy work, farm crops, building construction, or pottery. Young women are given three options: clerical work, cafeteria service and management, or pottery.

The boys live co-operatively in barracks and do their project work in connection with the farm, dairy, building construction and repair department, or pottery unit. Vocational classes are held in all of these fields, and in addition, boys are permitted to take as many as six college credit hours of academic work. An example of the benefit of this project may be seen in an analysis of the fifteen young men assigned to the dairy project last year. These boys finished their project work in ten months, and as a result of contacts with large dairies in this and neighboring states, the supervisor was able to place each one in private employment at a very good wage.

The young women live in a large home obtained for this purpose. All of the housework, preparation of meals, and the like, is done by the girls. A home economics instructor who assists in supervision is furnished by the state board of vocational education. Also, a clerical instructor is employed by the educational department. The girls interested in cafeteria service and management are employed by the college cafeteria where low cost meals for the boys on the NYA resident project, as well as for other students on the campus, are furnished.

On the pottery project both young men and women are assigned to make all dishes used on the thirty resident projects operating in Kansas, and at state institutions. Recently this project completed an order for all dishes used at two large co-operative houses operated by the University of Kansas. The pottery is made from native clay and is completely made on this project from the design to the finished glaze. Although this is the only center operating in Kansas which requires the assignment of secondary-school graduates, its benefits to a youth desiring college hours as well as specialized work experience are unusually great.

#### AN NYA WORK EXPERIENCE SHOP

Louisville, Kentucky

The NYA work experience shop, located at 117 Chapel Street, Louisville, Kentucky, has units giving experience in six kinds of work: automotive mechanics, sheet metal, electricity, woodworking, welding, and machine shop. Plans to remove the radio project from its present location, to be included as a seventh unit, will be carried out when a near-by building is repaired and ready for occupancy. It is the purpose of the work experience shop to give youths sufficient experience and to assist them in acquiring



proper work habits so that they may become apprentices in some private firm having the type of work in which they have been trained, or in a related type. Since all work is done on a production basis, the youth is enabled to become more readily employable. The units operate in two or four shifts, four hours to a shift, the remainder of the day being spent in related training. Eighty-five boys, working under the direction of eight supervisors, are employed. Only auto mechanics are described here.

The automotive mechanics unit is set up to recondition, repair, and service automobiles belonging to the NYA. A new youth begins on metal work, sanding, straightening, and refinishing fenders. He learns early to use both hands. He is required to finish a particular job assignment, and if he takes off a part, he must replace it when repaired and completed. From the first he is cautioned to regard safety regulations, and the use of fire-fighting equipment is part of his initial instruction.

Working on a production schedule, it is not possible to arrange the operations to be learned in a progression based on difficulty. The youth, as he remains on the project, is assigned to different groups, two or three youths usually working on a given job. A car to be reconditioned is passed in turn from group to group, either on the same shift or the next one. The more experienced groups usually get the more difficult operations so that the longer the youth remains, the more varied his experience and advancement in training becomes.

Work operations on cars in daily use are periodic lubrication, tightening bumpers, checking brake systems, and checking all safety features. The youth learns to remove and install batteries and to operate the battery charger, thereby learning the make-up of batteries and their function. From adjusting brake systems, he begins to overhaul and reline brakes and learns to put lining on brake shoes, turning down brake drums on the lathe when necessary. He learns the operation of re-aligning the front-end systems, checking caster and camber and toe-in. He balances up the front wheels on the two-wheel balancers, one a static and one a dynamic balance. Electric systems are checked for needed rewiring or repairs, and generators, starters, and motors are overhauled. The youth learns to grind and replace valves, fit piston pins, rebore the motor block, check bearings and insert new ones, reface valves and valve seats, and the proper use of special tools for these operations. Other operations include overhauling the differential, transmission and clutch, and resetting and adjusting motor regulator.

The youth who is interested in shop work experience is referred, when he applies for employment, to the counseling service for a discussion of his interests. He is tested to ascertain his mechanical aptitude and manual dexterity. Frequently the counselor is able to determine the unit for which the applicant is best fitted by a tour through the shop with the youth.

When the boys begin their employment they are encouraged to enroll at the Theodore Ahrens Trade High School for instruction related to their respective work units. They may fit into regular classes or, if deficient in mathematics or other needed subjects, they may attend a class taught by a special teacher for individual instruction and brush-up courses.

These young men, after a few months' experience, are rapidly getting jobs in local firms engaged in construction and metalwork. Opportunity for employment now seems unlimited especially with the expansion of the defense program in the vicinity of Louisville. Youths are urged to keep in close touch with the Kentucky State Employment Service office in order to obtain these opportunities. Calls from employers are now coming in at frequent intervals.

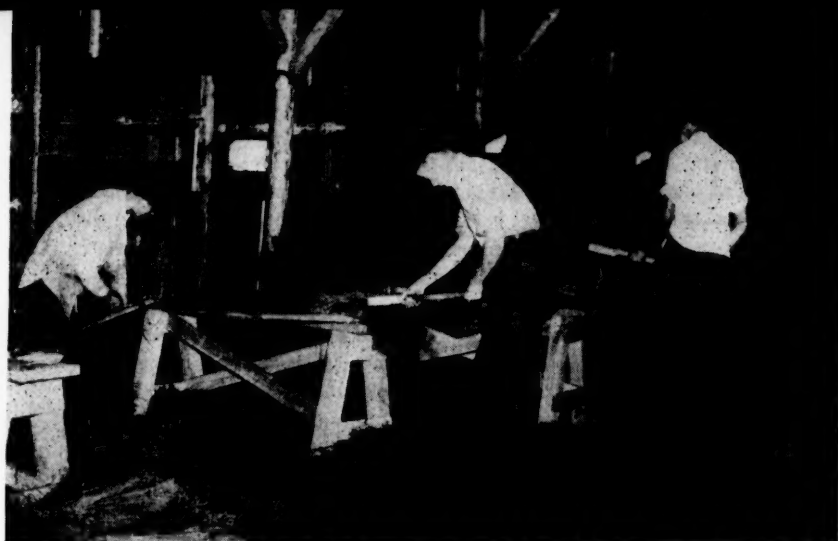
#### GROWING FLAX FOR FIBER

Aitkin, Minnesota

In an effort to provide a new cash crop for low-income farm families in Aitkin County, the Minnesota Legislative Emergency Committee appropriated two thousand dollars to sponsor an NYA project for conducting an experiment in raising flax for fiber. According to investigations conducted by the U. S. Department of Agriculture and the University Farm Extension Service, the soil and climatic conditions in this county are suitable for raising flax fiber. The Minnesota Resources Board, which served as the official sponsor of this project, explained that there are only two places in the United States where flax fiber may be raised successfully. One is the area bordering the Great Lakes in Minnesota, Wisconsin, and Michigan, and the other is along the coastal regions of the state of Oregon. Though some flax fiber now is raised successfully in Oregon, more than 75 per cent of the fiber used in the manufacture of linen in the United States is imported from foreign countries.

Under the direction of a technical supervisor provided by the University extension service, two fifteen-acre plots, located in different parts of Aitkin County, were seeded with three varieties of flax; namely, Cyrus, Bison, and Red Wing. The NYA workers plowed the fields and seeded each variety in separate plots, according to planting plans provided by the University. Various quantities of seed ranging from forty-five to eighty pounds per acre were used to determine the most desirable planting techniques.

During the growing season, the youth workers turned their attention to the construction of essential machines needed for processing the flax after the harvest. With the funds available, it was not possible to purchase expensive equipment, so it was decided that all needed equipment would be made on the project site from original designs created by the project supervisor, who was experienced in the manufacture and operation of this



Your linens are here shown in the making as NYA boys deseed flax straw in preparing it for retting, NYA Experimental Flax Growing Project, Aitkin, Minnesota.

type of machinery. The first piece of equipment built was a deseeder, which was needed to remove the seed from the flax straw. A crusher for separating the flax fiber from the hull and a cleaning machine for removing the chaff left clinging to the fiber after the crushing operation were also constructed. Because flax straw must be retted by being submerged in flowing water for four to eight days before it can be processed, it was necessary to construct a large dam in a near-by stream.

When the flax was ready for harvest, a group of youth was sent into the fields to pull the plants by hand, for the entire stock, including the roots, contains valuable fiber. After the flax was thoroughly dried in the fields, it was taken into a large, open building where it was put through the deseeding process. Retting the remaining straw in the pool provided for the purpose for four to eight days was the next step in the process of producing fiber. The chemical action that takes place while the flax straw is in the water breaks down the outer shell of the stock and liberates the fiber from the pit. This is a very important step because if the flax is left in the water even a few hours too long, the chemical action decomposes the fiber to the point where the quality of the fiber is affected, and its commercial value greatly reduced.

When the bundles of straw are taken out of the water, they are allowed to dry for several days under the sun. At this point, all critical stages in the process of producing flax fiber have passed. The straw can now be stored in sheds and the processing work continued at any time. The remaining work of crushing the straw and cleaning the fiber are jobs that could normally be done by the farmer during the winter months when other farm work is at a minimum.

Samples of fiber from all the varieties of flax produced on this project were sent to manufacturers of linen products throughout the country for evaluation. Though some manufacturers reported unfavorably, twelve companies quoted prices that ranged from twenty-six to thirty-five cents per pound. At this price, it would be very profitable for the farmers of this region to engage in the raising of flax for fiber. Quotations on seed from seed buyers ranged from two to three dollars per bushel, which would add considerably to the income of the flax grower.

Plans are now being made by the Aitkin County farm agent to assist a select group of farmers in the raising of flax fiber during the coming season. Under the sponsorship of the County Board of Commissioners and the Farm Security Administration, an NYA project is being set up to carry on some experiments with spinning fiber into thread and the manufacture of linen products.

This project will be located in the city of Aitkin. As in the case of the experimental work done with flax growing, mostly youths from low-income farm families will be employed. It is hoped that from these further experiments enough interest can be aroused locally to start a manufacturing plant in or near Aitkin County, which would provide employment opportunities for a large number of people residing in this area.

No definite claims are being made from the experiments conducted to date, but it is the consensus of all interested groups that sufficient evidence has been presented to encourage further experiments of this nature. Because the growing of flax fiber is a highly technical business, only a limited number of farmers will be encouraged to grow flax this next year. It is hoped that if these demonstrations prove successful, an entirely new farm cash crop will be introduced into this region and a new industry developed as a result.

#### TRAINING RESORT HELPERS

Eveleth, Minnesota

The Resort Helpers Experience Project was operated for the second time last spring in co-operation with the Safety Division of the Minnesota Tourist Bureau. The purpose of the project was to prepare a highly select group of young men for work at Minnesota resorts as guides, life-guards and general resort helpers.

The project was operated for two months last spring in an existing camp made available to the National Youth Administration by the United States Forest Service. This camp provided adequate quarters for a group of fifty boys and a staff of six supervisors and instructors. It is located within five miles of the city of Eveleth adjacent to a large Forest Service nursery.

The Minnesota Tourist Bureau originally proposed this project as a means of providing well-trained workers at summer resorts, who would also be qualified to do lifesaving and first-aid work in emergencies. For years resort men have been vitally concerned with the ever-increasing number of accidental deaths among tourists vacationing in Minnesota resorts.

Investigation of these accidental deaths revealed that most, of them were drownings that occurred at unsupervised beaches. It was also learned that the number of fatalities could have been reduced had some one qualified in lifesaving been present at the resort. The primary purpose of this project, therefore, was to train resort workers who would be qualified to meet emergency situations.

All afternoons and evenings were devoted to an intensive program of instruction in lifesaving, first aid, camping, repair and servicing of boat motors, boat building and other activities usually associated with resort work. All classes were organized under the direction of competent instructors provided by the Minnesota Tourist Bureau, the U. S. Forest Service, and special factory representatives of companies engaged in the production of outboard motors, boats, canoes, and fishing tackle.

Swimming and lifesaving classes were conducted each evening in the high-school swimming pool, made available by the Eveleth school board.

Of the forty-six youths who qualified for admission to the project, forty-four completed a two-month course of training, and forty succeeded in passing all tests in lifesaving and first aid satisfactorily. These were presented with Red Cross certificates. As a final high light of the project, the entire group was taken on a three-day canoe trip into the most remote regions of northern Minnesota. On this outing, the youths had an opportunity to practice the things learned from their courses on the project.

Eighteen canoes were used to accommodate the group and their equipment. The entire trip was filmed in color by a representative of the Minnesota Tourist Bureau for use in their programs to advertise Minnesota as a vacation land.

Upon graduation, all youths found employment in Minnesota resorts through the co-operation of the State Employment Service. Within thirty days after the resort season opened, two instances were reported wherein two lives were saved by boys who had been trained on this project. One accident was reported from Camden State Park, where a woman received a severe throat laceration in an automobile accident. The accident was witnessed by a former NYA boy working at a near-by resort. It was only through his knowledge of first aid in applying a tourniquet that the woman's life was saved.

The other incident occurred at a resort located near Brainerd, Minnesota, where a guest was saved from drowning by a young man who

received his training in lifesaving at this project. In this case, artificial respiration was applied for more than thirty minutes before the person recovered.

Recently a bill was introduced in the State Legislature which requires that all guides in the state must be licensed. Under this bill, a guide must be skilled in first aid and lifesaving in order to qualify for his license. If this bill is passed, the boys who are trained at the NYA resort project will be very much in demand, as they are among the few resort workers in the state who can qualify without further training.

A HOMEMAKING WORK EXPERIENCE CENTER FOR NEGRO GIRLS  
Mound Bayou, Mississippi

This project is located in the only all-Negro town in the United States. It is housed in a building formerly used as the Bolivar County Training School teachers' home. It is located on the high-school grounds and has a large garden adjacent to it. Operated on a part-time basis it accommodates thirty girls on each shift. The supervision consists of two well-trained home economics instructors and one clerk. One of these supervisors is furnished by the National Youth Administration, the other by the local school board. Arrangements will be made in the near future whereby the state vocational board will supply one instructor to teach the related training classes.

The work experience covers such fields as sewing, cooking, furniture repair, painting, floor finishing, interior decoration, poultry raising, gardening, and food preservation. The youths on the project prepare and serve their own meals and are therefore given experience in this type of work. Each youth during her enrollment on the project learns the value of food, the art of purchasing, and how to plan, prepare, and properly serve all kinds of food. This experience has permitted many of the youths on the project to receive private employment in domestic service work upon leaving the project. Each one learns to select cloth, design and make not only her own clothes, but other garments for family use. The experience obtained in furniture repair, interior decoration, and other work, permits them to repair and remodel furniture at home and to convert undesirable home surroundings into desirable places in which to live. The project owns its own brooder. Baby chicks are purchased and the girls are given experience in feeding and caring for poultry. They are taught the advantages and disadvantages of various strains of poultry. All of the fresh vegetables used on the project during the spring and summer months are raised in the project garden, and the surplus is preserved for winter use.

This project is of unusual value to the community in that the best methods of homemaking are used with special emphasis being placed on health and cleanliness. The home, the poultry yard, and the garden are ob-

jective examples of what the community needs. Aside from this the experience that the youths of the community are getting is of immeasurable value.

It is expected that as soon as additional qualified personnel is available the vocational division of the state department of education will assume the related training, and expand it into the fields of citizenship training, child care, prenatal care, and other related subjects.

The National Youth Administration is employing a full-time health nurse who spends part of her time on this project in supervising a well-rounded health program. This program furnished guidance and instruction in personal hygiene, home nursing, care of the sick, communicable diseases, and other related subjects. Each youth on the project has received complete corrective dental work within the last three months, and those with any signs of communicable diseases have been placed under the rigid care of a physician for treatment.

#### A RESIDENT PROJECT

Helena, Montana

The work activities of this project consist mainly of the construction of permanent resident facilities for the National Youth Administration. These facilities will include an administration building which will house the state office of the NYA, in addition to the resident project facilities: five fifty-man dormitories, one gymnasium, one infirmary, one mess hall, and five resident buildings for project supervisors. These buildings, with the exception of the five resident buildings, are being prefabricated in a workshop located at the Helena Fairgrounds. This workshop is fully equipped with heavy production machinery. Insofar as it is consistent with economy and practicability, all parts of the buildings are being constructed in the workshops. The walls, roof, roof trusses, and subfloor are being constructed in sections for later assembly. Lighting fixtures will, in general, be flush with the ceiling and the fluorescent type. Electrical fixtures are being manufactured by youth workers in a sheet-metal shop.

An auto mechanics and general shop is operated for the repair of vehicles and other equipment used on the project. This shop is equipped with a blacksmith unit, machine-shop unit, and miscellaneous general shop equipment in addition to the automotive equipment. The repair of articles brought into the state warehouse is done in this shop.

Twelve enrollees are engaged in radio work. One instructor-supervisor has entire charge of this endeavor. The youths study theory and attend classes in radio construction four hours in the morning. The afternoon is spent in the actual building of radios. It is the plan that this group will do radio construction work for other government agencies.



This project is closely allied with the Helena public schools; therefore, all workers enrolled in the project are provided a curriculum of trade training which is conducted in the public schools. Youth workers are given effective vocational education in sheet-metal work, aeronautics mechanics, ignition and carburetion, drafting, radio work, gas and electric welding, and machine-shop work. Workers are engaged on the work project for four hours a day and attend classes at the aeronautics school four hours a day, five days a week.

The Helena resident project has three locations: the old high-school building is in the center of the city and houses the dormitory and mess hall; the wood and mechanics shops and state warehouse are located at the Fairgrounds three miles northwest of the city; and the aeronautics department of the Helena high school and the construction project are located two and one-half miles northeast of the city center.

In the operation of resident facilities, citizenship and government activities are stressed. A student government has been formed which will control the activities of the youths.

#### A POWER SEWING PROJECT Manchester, New Hampshire

Approximately one hundred young women are enrolled on the sewing project in Manchester, New Hampshire. One supervisor and an assistant supervisor are in charge of this local project which operates on a three-shift basis. Twenty-four power sewing machines, an electric cutter, and power button-hole and button-attaching machines provide experience for the youths in the operation of equipment similar to that found in private industry. The community has benefited through the production on this project of two thousand coats and other garments for the city and county welfare departments, the manufacture of hospital supplies, and the filling of a variety of Red Cross orders. Related training stresses homemaking and includes the following classes: foods and nutrition, textiles and clothing, budgeting, meal planning, and family relations.

Since power equipment has been installed on this project, young women have been leaving it continually for employment in local knitting mills and other clothing manufacturing plants near-by. Previously, the number leaving NYA employment for jobs in these establishments had been negligible.

#### AN NYA WORK EXPERIENCE CENTER Fayetteville, North Carolina

A Work Experience Center is located on the campus of the State Teachers' College, at Fayetteville, North Carolina. The college furnishes

subsistence and lodging for the youth enrollees at the center. The college is also providing shop facilities, recreational centers and the library for this group. At the present time, fifty Negro boys and fifty Negro girls are enrolled. Many of the enrollees of this center are secondary-school graduates. The boys selected have evidenced a desire to engage in some type of mechanical occupation, while the girls are selected on the basis of their desire to enter the domestic field of employment.

The supervisory staff is composed of a director, a sewing production supervisor, an auto-mechanics supervisor, and an education supervisor who is employed by the state department of vocational education. The project director is also supervisor of the upholstery unit at the center. The work experiences offered include auto mechanics, cabinet making, carpentry, painting, brick masonry, landscaping, and upholstery for the boys. The girls are engaged in sewing production for the college and public welfare agencies and in food preparation for the college.

In view of the fact that this project is located within ten miles of Fort Bragg, one of the largest field artillery units in the world, it has been unusually successful in placing youths enrolled at this center in employment at the Fort. This has been especially true with the girls who are engaged in domestic service work. As rapidly as courses can be completed, waiting lists are on hand requesting the services of this group.

The college has greatly benefited from this project located on its campus, since it has been able to utilize the services of this group for repair and maintenance of the college buildings and grounds. The furniture needs of this institution have been supplied by the boys engaged in the wood-working and upholstery units. The school cars and trucks have been repaired in the auto-mechanics shop by the NYA group.

The majority of the youth who are enrolled at this project come from tenant farmer homes, located in communities where the possibilities of private employment are very meager. Hence, the opportunity to enroll near a point where skilled labor is in great demand has been of real value to many members of this race who are not so provided for in their own communities.

The project organization is divided into four categories of work. They include the woodworking and cabinet shop, the auto-mechanics shop, the sewing production department, and general repairs and maintenance of buildings at the college and rural schools throughout Cumberland County.

All youths are required to engage in productive work for one hundred hours each month. The remainder of the time is devoted to classroom instruction and laboratory work in connection with the occupation which they have chosen. The college has provided a home economics department for the girls, where courses in meal planning, food preparation and table service are

provided by competent instructors. Other members of the college faculty give regular lectures on personality adjustment, health and hygiene, and safety.

Direct related information in connection with the work projects in which the boys are engaged is supplied by the educational adviser. This includes blueprint reading, shop mathematics, and mechanical drawing. No college credit is given for any of the classroom instruction. However, many of this group have left the NYA program and enrolled as regular college students. Some have already received degrees.

#### A METALWORKING SHOP

Athens, Ohio

Sixty-eight young men are assigned to a sheet-metal shop under the supervision of an experienced sheet-metal worker, who has had approximately twenty years' experience in sheet-metal work. He supervises the youths in the construction of metal furniture, filing cabinets, and a variety of other metal products. The youths use various types of sheet-metal equipment in bending, shaping, and spot welding the sheet metal in producing the finished products.

This project has been accepted by the community as the beginning of a good vocational school for all of Athens County. The city of Athens has suggested that if more space is needed as the project grows, a building will be erected to provide additional space. The project has been especially valuable to the community in that the numerous articles being produced are now being utilized in a number of schools in the county as well as in various government offices.

The various types of pre-employment experience that the youths are receiving include planning and lay-out of work, electric and acetylene welding, cutting, bending, shaping, general manufacturing principles, and painting both with brush and spray gun. Each youth is required to keep a record of the time it takes him to perform each operation, in order that he may learn the value of good work habits.

In conjunction with the sheet-metal shop, there has been set up a training class which offers courses in aircraft structures and airplane engine mechanics. Each youth attends these training classes four and one-half hours every day and does production work the other three and one-half hours of the day. The instructors for the training class are appointed by Ohio University. They work under the direction of the dean of the College of Applied Science, Ohio University. The salaries of these instructors are paid by the University, and the University is reimbursed by the state department of vocational education with funds provided under Congressional legislation for a vocational program of instruction for out-of-school youth.

The instructors are using the Army Air Corps manual and are following the same course given in their training course at Chanute Field, Rantoul, Illinois. Upon completion of the six months' course, the youths will receive certificates from Ohio University for the training received.

#### A CERAMICS PROJECT

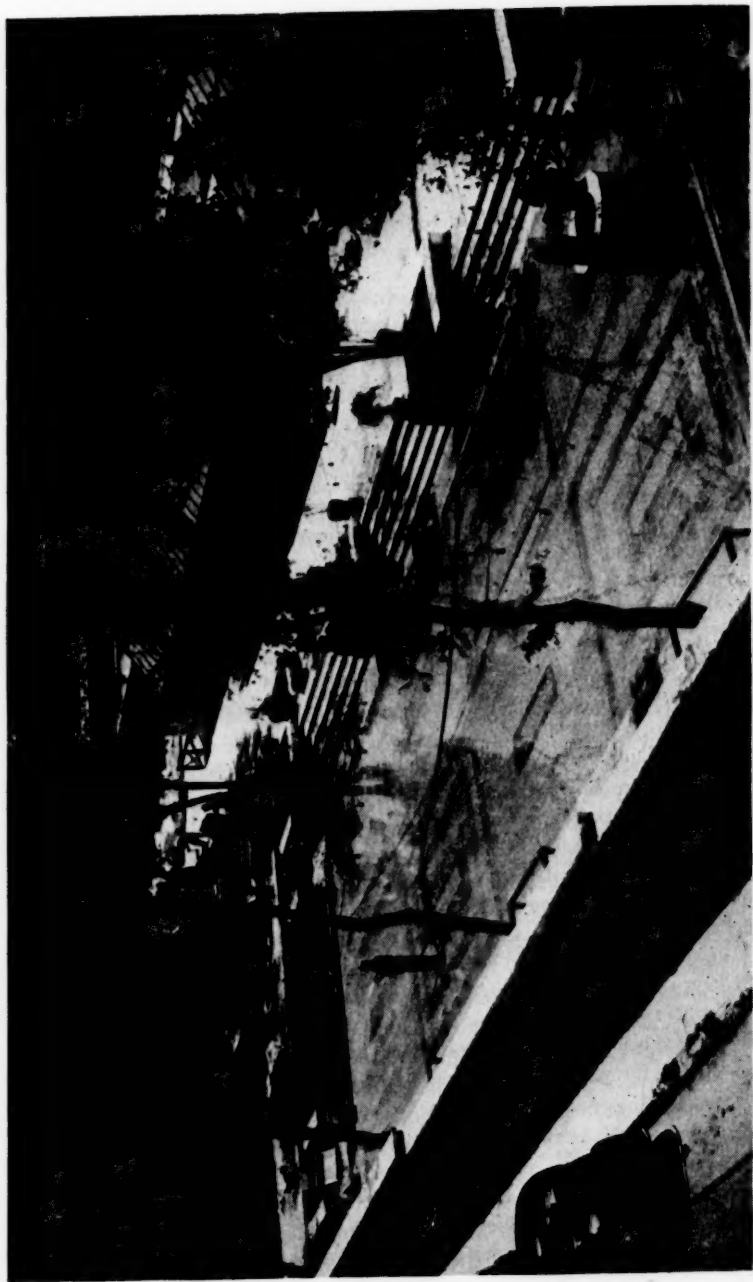
Dennison, Ohio

Seventy-five youths, fifty male and twenty-five female, are assigned to an NYA ceramics workshop in Dennison, Ohio, to gain work experience in the production of dinnerware and other ceramic products. The youths are being given experience in the basic skills required for employment in the ceramics industry. They are supervised by a graduate ceramist, who, after graduating from Ohio State University, spent an equivalent of three years doing experimental work in the ceramics field.

Excellent co-operation has been secured from the Tuscarawas County pottery and tile manufacturers who are contributing about a thousand dollars a year. This will be used to purchase equipment and materials for experimental work. They have also arranged through the Ohio State Employment Service a working agreement whereby youths working on the project will be given employment in their plants as openings occur. These ceramic officials have realized that through their co-operation in the establishment of the workshop they are building a future labor supply that otherwise would not be forthcoming.

The youths, in addition to learning proper work habits and safety procedures, are being given an opportunity to secure experience in such divisions of work as approximately one month's work each in the preparation of bodies, modeling, mold making, ware forming, drying and burning, glaze preparation and application, and decoration. Their work will also include the development and demonstration of uses and methods of utilizing local ceramics materials. Since the opening of the project in September, 1940, the youths have been engaged in experimental work on clays, and in making test pieces of dinnerware preliminary to producing such items for use in NYA resident centers. The project is particularly well located in that Ohio, being a leading ceramic state, offers excellent employment possibilities to the youths who gain experience on this project.

A training class has been established whereby a full-time instructor is employed to give related training in ceramic processes. The project day of seven hours is broken down into three and one-half hours of actual production work and three and one-half hours of related training. By this method, the youths receive beneficial pre-employment experience from actual production on the project itself, supplemented by related training.



This is a view of Plaza Juarez, San Antonio, Texas. In the background is one of the NYA construction units which employs sixteen full-time NYA workers and several hundred youths on part time.

## THE INKS DAM RESIDENT CENTER

Burnet County, Texas

In co-operation with the Lower Colorado River Authority, the Federal Bureau of Fisheries, and the Burnet Independent School District, the National Youth Administration is operating a resident center for boys at Inks Dam on the Colorado River in Burnet County, Texas. The area surrounding the center is being developed for park purposes.

The facilities at the Inks Dam center are sufficient to provide housing, work experience, and related training for 384 young men. The center operates under a resident supervisor and an assistant. The Burnet Independent School District, in co-operation with the vocational division of the state department, is furnishing sixteen teachers for the program of related information and training. Fifty-two supervisors are employed by the NYA.

Young men are assigned for a minimum of six months and in unusual cases may remain on the project as long as eighteen months. During this period, each one is given personal guidance under an NYA counselor whose responsibility it is to orientate them to the type of work for which their abilities and aptitudes indicate they are suited. In the main, the work experience program evolves out of construction, repair, and general maintenance of the center's buildings, facilities, and grounds. A stone administration building was constructed under the supervision of the Lower Colorado River Authority, and shop buildings and dormitories were constructed.

The related training is organized on a unit basis and is conducted by the vocational division of the state department of education. Correlating with the work experience program, related training covers introduction to the elementary skills of the building and metal trades, and cooking and baking. Specific units of work are operated in sheet metal, woodworking, drafting, commercial, carpentry, auto mechanics, machine shop, radio, electricity, plumbing, foundry, library, and cafeteria.

Activities at the center are governed by the youth council and mayor system, so that each boy has an opportunity to participate in the democratic management of the project. Indoor and outdoor sports are supervised by an athletic director, and classes are offered in first aid and lifesaving.

Young men who accept assignment to the Inks Dam center are offered an opportunity to lay a foundation for the future. Many of them are not aware of their own talents, yet they want a chance to prepare themselves to give the best of their abilities to their future employer and community.

## RESTORATION, ARTS, AND CRAFTS

San Antonio, Texas

The La Villita-NYA project in San Antonio, Texas, teaches restoration, arts, and crafts. La Villita is Spanish for "Little Village." The project

is located on the site where the first village of San Antonio was built and is in the heart of the present business center of the city.

Project activities provide part-time work for four hundred fifty-six boys and eighty-nine girls, most of whom are of Latin-American descent. These activities are carried on under the supervision of sixteen full-time employees of the National Youth Administration. The city of San Antonio provides all technical information through its municipal employees.

The NYA workshops at La Villita have already played an essential part in the restoration program. Doors and windows two hundred years old have been repaired or reproduced. Tapestries have been woven, light fixtures made of copper, and tile has been produced. The restoration would have been impossible without the workshops and a designing unit.

Through work experience received on the restoration unit, youths learn the rudiments of carpentry, plumbing, electric wiring, concrete form building, plastering, stone setting, stone shaping and mortar mixing.

The youths working in the ceramics unit learn to design, mold, cast, glaze, and fire pottery and tile. The weaving unit offers an opportunity for the youths to learn to weave such articles as drapes, rugs, serapes, and table linens. Furniture and similar equipment are made by the youths in the woodworking shop on a production basis; in the metal shop they use hand tools in forming such articles as copper chandeliers, trays, pots, and cups.

With San Antonio as the gateway to Mexico—because of the city's historic background—much interest is naturally evinced in native arts and crafts. The matter of design extends to the construction at La Villita by NYA youth employees of the Bolivar Library-Museum. This will be a two-story building of early Texas architectural design. Made possible through a fifteen thousand dollar grant to the city of San Antonio by the Carnegie Corporation, the Bolivar Library-Museum will co-ordinate the efforts of individuals and historical societies in collecting Spanish-Mexican-Texan documents, books, and articles.

Through La Villita's restoration program may be seen the revival of early Texas architecture. The same holds true of La Villita's arts and crafts shops, where a revival of early Texas arts and crafts is of primary concern. And by means of the work experience offered in La Villita's restoration, arts, and crafts units, Latin-American boys and girls, unable or unwilling to continue their formal education, have an opportunity to develop fundamental manual skills and to learn to do one thing well.

#### RESIDENT WORK EXPERIENCE PROJECT FOR NEGRO YOUTH

West Virginia State College, Institute, West Virginia

The resident work experience project operated by the National Youth Administration at West Virginia State College provides, for the first time



in the history of the state, an opportunity for underprivileged Negro boys and girls to make occupational adjustments through actual work experience.

The program is extended to those youths who, because of limited occupational opportunities, face the future with no job experience. It embraces an integrated program of health, work experience, related information, and leisure-time activities. Work experience units include printing, painting, interior decorating, auto mechanics, woodworking and general carpentry, electricity, plumbing and pipe fitting, masonry including ornamental concrete and ceramics, telephone and switchboard operation, library training, agriculture, practical nursing, kitchen and dining-room service, secretarial work, aeronautics, and photography.

West Virginia State College has extended the opportunity for work experience by opening all its facilities to NYA enrollees. A complete integration of the institutional and NYA programs was effected early this year, with the result that NYA employees are considered college students and entitled to all privileges afforded regular students, including entrance to all functions, classes, conferences, and seminars.

In the assignment of youths to work units, an attempt is made to place them where their greatest interest is expressed. Related information groups are selected with regard to the work experience program. NYA youths, as a general rule, are assigned to only one work activity, as it is believed that the best results can be obtained by concentration of mind and concerted effort. In a few cases, a different approach is made. When a youth is uncertain as to his interests, he is temporarily placed in two or even three work activities. His progress is closely watched, and he is permitted to remain in the work unit in which he shows greatest aptitude.

Constant counseling is in effect, in order that there may be no retrogression and that no possible opportunity may pass unseen. Counseling activities include vocational guidance, occupational survey, occupational orientation, group, shop and work conferences, camp life, extra-curricular activities, and job placement. These young people are required to attend regular college chapel meetings three times a week and a general NYA assembly once each week, where timely topics of NYA importance are discussed with the aid of guest speakers and motion pictures.

The college health center is open to all NYA employees. A staff physician and nurses provide twenty-four-hour service to supply the health needs of all the group. This begins with a required physical examination and includes special examinations, treatments, and conferences as needed.

Recreation is a vital and necessary unit on the project. No special groups are arranged for NYA enrollees, but as a part of the system of integration, NYA youths join classes and team groups of the college department of health and physical education. As part of the recreational program,

NYA enrollees have access to plays, contests, debates, the college glee club, the college a cappella choir and weekly motion-picture programs.

The NYA work experience program is operated in co-operation with the trade and technical division of the college vocational education division. Each resident youth spends approximately eighteen hours each week in the work experience program and eight to twelve hours in related information.

A few classes which might be classified as indirectly supporting workshop activities are conducted in such subjects as geography, psychology, history, economics, music, physics, education, biology, social science survey, and physical science survey. English and mathematics are required as related information subjects in all shop activities. It is believed that all enrollees need these subjects for maximum information in work experience.

A total of sixty-nine youths, fifty-five boys and fourteen girls, are enrolled on the project. Project youths are housed in college dormitories. The NYA supervisory personnel consists of a project director and a photography supervisor. The college provides all other supervision.

#### CAMP CAESAR RESIDENT WORK EXPERIENCE PROJECT

Webster Springs, West Virginia

The resident work experience project operated by the National Youth Administration at Camp Caesar, near Webster Springs, West Virginia, is designed to provide exploratory work experience in the lumber industry and allied pursuits. Through actual work experience, project youths are given a broader understanding of problems related to various phases of the lumber industry and a better knowledge of their own aptitudes and abilities, thus enabling them to choose a vocation suitable to their talents.

The project promotes an integrated program of health, work experience, and leisure-time activities. A trade and industrial educational program for national defense, operated by the Vocational Division of the state department of education, provides opportunity for youths to participate in a program of trade technology related to the work experience program, citizenship instruction and other types of instruction necessary to the improvement of project morale and vocational instruction. The purpose of the educational program, which is directed locally by the county superintendent of schools, is to integrate and supplement the NYA work experience program, with a view to training youths more rapidly for essential places in industry.

Organized early in January, the educational unit was one of the first in the Nation to swing into action in this new phase of national defense. Courses are available in shop mathematics, blueprint reading, and social and civic education. Primary emphasis is placed on work experience in all phases of the lumber industry, from the felling of trees in the forest to the actual production of utilitarian products. Project youths gain experience



A Wasp airplane engine is assembled by NYA workers at the Regional Work Experience Project, South Charleston, West Virginia.

in the operation of heavy production equipment, road building, construction of bridges and culverts, clearing rights-of-way, operation of stone quarries, location of roadways and haulways, establishing property lines, surveying rights-of-way, and the making of timber estimates. The physical plant of the project includes a modern, electrically-powered sawmill and a processing plant for furniture and building materials. Facilities are also provided for sheet-metal work, blacksmithing, and electric and gas welding.

Approximately one hundred ten youths from the "timber country" of Webster, Nicholas, and neighboring counties are enrolled on the project. Youths are housed in modern, stone dwellings, log cabins, and in rebuilt Civilian Conservation Corps barracks. Supervisory personnel includes a full-time foreman in the sheet-metal, blacksmithing, welding, woodworking and finishing shops. The lumber division is composed of a woods foreman, assisted by youth workers, and a head sawyer.

A mess steward, assisted by two full-time supervising cooks, has charge of the kitchen. Other supervisory personnel includes a full-time recreational director, nurse, part-time physician and dentist, and a project engineer. Any health deficiencies which can be corrected by minor surgery are taken care of in a well-equipped clinic. In case of illness, a youth may be isolated in the project infirmary. Each youth meets with the project physician once a week to receive instruction regarding contagious diseases and general health. A part-time dentist looks after the teeth of the young men.

The youths maintain their own government, with an elected mayor and all other regular officers of a city government. A new mayor, council, chief of police, and police judge are elected every three months. Complete democracy prevails. The boys operate their own activities program in their

dormitories. They have as much freedom as is consistent with the well-being of the group. In keeping with the responsibility of a twenty-four-hour day program, a well-rounded recreation program, including sports, hobbies, and a library for technical and leisure-time reading, is provided.

#### A WOODWORKING PROJECT

Stevens Point, Wisconsin

The project shop is located in the Field House where there are employed one hundred thirty-six boys working under the direct supervision of two National Youth Administration staff supervisors especially qualified for this type of activity. The type of work here provided is especially valuable to local youth. Stevens Point is the home of such noted firms as the Vetter Manufacturing Company, the Lullaby Furniture Company, and the Joerns Brothers Furniture Company. Each of these companies has played an important part in accepting youth experienced on this project into their industries. Placement in private employment has been high from this project, a recent record indicating thirty youths placed within sixty days.

Construction and repair of furniture comprises the main work provided on this project. Experience in this work not only provides the young men with abilities better enabling them to secure jobs in private employment, but creates in them the incentive to improve their home surroundings.

The local community is benefited greatly from the project. In the current fiscal year, over eleven hundred pieces of furniture have been made or repaired for the local schools alone. This includes desks, tables, chairs, bookracks, and music stands. In addition, similar furniture has been made or repaired for fifteen rural schools, a twenty-nine hundred twenty lineal foot wood fence has been notched and erected, three hundred fourteen board feet of hardwood grooved flooring, five hundred two-foot stakes cut for the city engineer, and one hundred ten wooden signs made and painted. A complete set of council desks have been custom-built for the city chambers.

Project organization is complete from planning to finishing departments. The upper floor of the Field House is devoted to stock room, drafting room, and the finishing department. Every article is blueprinted and carefully studied before its construction is begun. At present, the library consists of blueprints for over forty different types of furniture pieces. The lower floor of the Field House is devoted to the toolroom and shops.

Related training consists of classes scheduled in the near-by Stevens Point Vocational School. Classes provided include shop arithmetic, drafting, blueprint reading and making, woodworking, and machine shop. The youths employed on this project have originated their own organization. This embodies, in addition to project analysis and prosecution, organized meetings where NYA philosophy and practices are discussed.

## CHAPTER VII

### The Development of School Work Councils

PAUL E. ELICKER

THE SCHOOL is the legally constituted agency of society having as its definite purpose the educating of youth. Significant though its achievements have been in the past and will continue to be in the future, the school is not the sole organization now contributing to the total needs of youth. Intellectual, spiritual, and material, these needs are being met by the combined efforts of several youth-serving agencies in addition to the school: the Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, social-service centers, libraries, community clubs, and many others.

Moreover, secondary-school administrators are coming to recognize the National Youth Administration as one of the most important of all educative agencies serving youth. Created in 1935 by the Federal Government, the National Youth Administration purposed to relieve the rapidly developing conditions of youth unemployment by providing both in-school and out-of-school groups training and work experience while earning.

Two great leaders thoroughly conversant with the needs of youth and with the problems of secondary education—Aubrey Williams, Administrator, National Youth Administration, and Charles H. Judd, former Director of Student Work, NYA, and Chairman, Department of Education, University of Chicago—believed that secondary-school and NYA administrators, both dealing with the same young people in the schools, could work co-operatively for greater effectiveness of the NYA program in establishing work experiences for NYA youth in schools. Thus was conceived the idea of a co-operative relationship for two great educational agencies—a relationship which has become far-reaching in its effect in shaping and enriching the secondary-school curriculum.

The National Association of Secondary-School Principals, a department of the National Education Association, was the immediate educational agency, national in scope, to become interested in working out this co-operative relationship with the Federal agency for the betterment and enrichment of the secondary-school program, especially that phase of the program embracing work experiences for youth.

The Committee on Co-operation among Youth Agencies, of the National Association of Secondary-School Principals, met with officials of the NYA to plan a program of action for these two youth-serving agencies with the result that the program became national in scope. Yet all who had a part in its making realized that the program could become signifi-

cantly effective only insofar as local communities and states would understand, accept, and administer a program of education designed actually to touch all youth. Consequently, local and national leaders were called for conferences in Washington, D. C., on August 10-11, and in Denver, Colorado, on August 17-18, 1940, to discuss ways of accomplishing these ends.

Attending the conferences were administrators from secondary schools, chosen by the National Association of Secondary-School Principals; state superintendents of public instruction, selected through the United States Office of Education; state administrators of the National Youth Administration, and nationally known officers and executives of educational organizations and representatives of the Federal Government. Among those in attendance were Paul V. McNutt, Administrator, Federal Security Agency; Aubrey Williams, Administrator, National Youth Administration; Charles H. Judd, then Director of Student Work, NYA; John W. Studebaker, Commissioner of Education, United States Office of Education; Floyd W. Reeves, Director, American Youth Commission; Paul B. Jacobson, Chairman, National School Work Council; Will French, Chairman, Implementation Commission, National Association of Secondary-School Principals; Carl A. Jessen, Specialist in Secondary Education, United States Office of Education; S. D. Shankland, Executive Secretary, American Association of School Administrators; Paul E. Elicker, Executive Secretary, National Association of Secondary-School Principals.

Representatives from states east of the Mississippi River met in Washington, those from the other states met in Denver. At these conferences, it was agreed that the representatives from each state would select, with approval of the state educational organizations and NYA officials, the personnel of a state committee to be known as the State School Work Council, such councils to include secondary-school superintendents, principals, representatives of state departments of education, and representatives of special groups existing in each state. It was further agreed that these councils would study local educational needs and direct the work of the council toward the qualitative improvement of the educational program, especially as it relates to work experience for youth; that these councils would select a field secretary or secretaries who would act in an advisory capacity to school administrators and effect proper understanding and administration of NYA work projects; that these councils would meet regularly throughout the school year to interpret a philosophy of education for schools and to consider such local issues on the administration of work projects in schools as would be of assistance to school administrators.

At present, fifty School Work Councils—one in each state, the District of Columbia, and New York City—are actively engaged in considering the effective correlation of work experiences with school curriculums.



Many councils have worked out effective programs for their states, and their influence for the qualitative improvement of secondary education is most encouraging and promising.

A National School Work Council has been meeting regularly during the year. This council outlined a number of important educational policies including the recommendations "Youth and Work" and "A Youth Program for These Times and the National Youth Administration." The National School Work Council is composed of Paul B. Jacobson, Principal, University High School, University of Chicago, Chairman; A. C. Flora, Superintendent of Schools, Columbia, South Carolina; Will French, Professor of Education, Teachers College, Columbia University; Charles H. Lake, Superintendent of Schools, Cleveland, Ohio; Paul A. Rehms, Principal, Senior High School, Lakewood, Ohio; Irvin E. Rosa, Superintendent of Schools, Owatonna, Minnesota. Ex officio members are Paul E. Elicker, Executive Secretary, National Association of Secondary-School Principals, Washington, D. C.; S. D. Shankland, Executive Secretary, American Association of School Administrators, Washington, D. C.; George C. Mann, Director of Student Work, NYA, Washington, D. C.

"Youth and Work," endorsed by almost a hundred educators, is now submitted to all secondary-school administrators and others interested in bettering the total program of education.

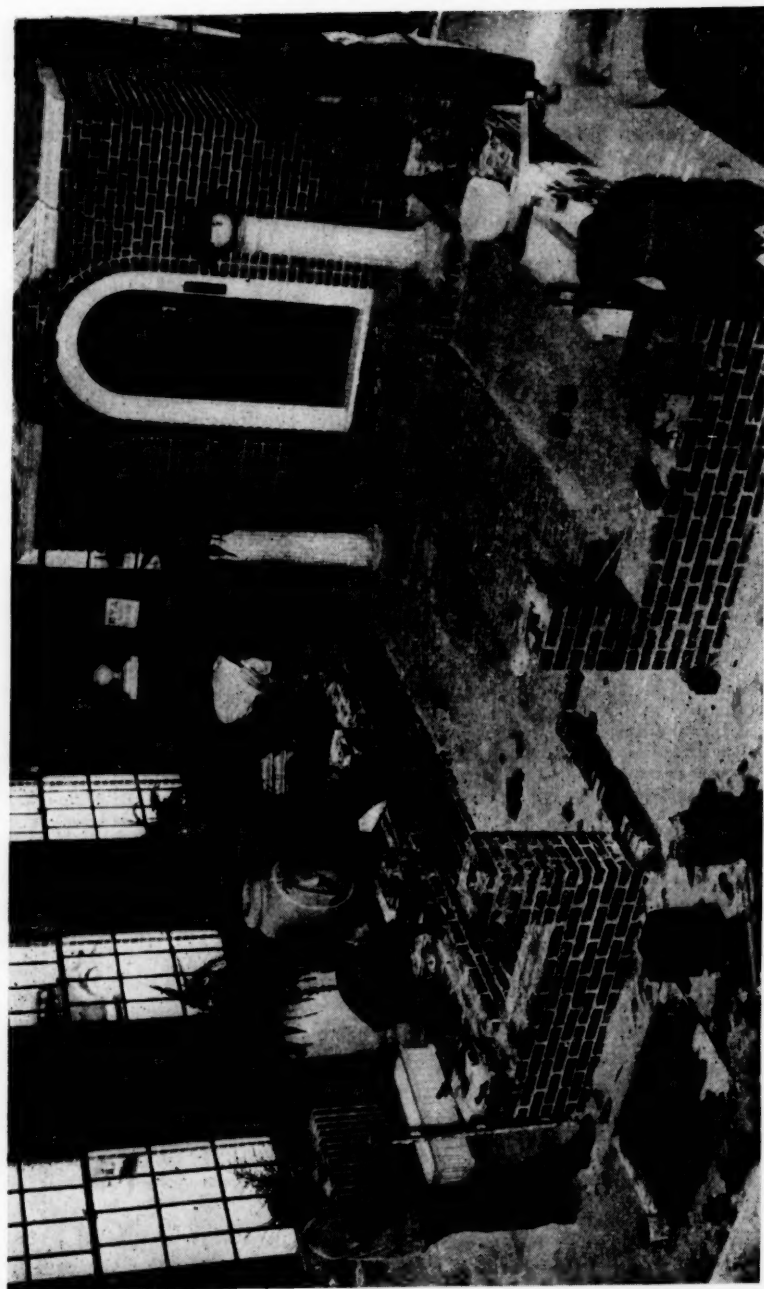
#### YOUTH AND WORK

Young people in America have always had and must always have the opportunity to work and to become economically independent citizens. Today the opportunity for productive employment is denied several million youth who are out of school and out of work. Youth must not be allowed to be idle while waiting for a job in private industry, for nothing is more debilitating to character than enforced idleness. In addition, enforced idleness of youth is detrimental to the welfare of the nation. Opportunities to secure work in industry are more severely restricted for youth than for any other age group. The causes are found among complex social forces which have long been operative. Among these may be mentioned the increased productivity of industry and agriculture, and the change in the age pattern which makes competition for jobs among adults increasingly keen and precludes the possibility of employment of many youth in industry.

Furthermore, incidental work experience in the home, except for young people on farms, has almost entirely disappeared because of technological developments. In former years young people had ample opportunity to receive incidental work experience and thus were enabled to become productive members of society. Now even the opportunity to gain in self-reliance and responsibility by performing necessary work in the home or family business is not available for large numbers of youth.

The provision of positions in industry for all is a complex national problem which ultimately must be solved within the boundaries of each local community. But many communities cannot now discharge the obligation to provide work for their young people. All persons who are particularly interested in young people and who are concerned with the welfare of the United States should join in a sincere effort to restore to youth the opportunity to become





Bricklaying is learned and practiced on a small pattern design by Negro youths, NYA Resident Work Experience Project, W. P. 125, West Virginia State College, Institute, West Virginia.

economically independent citizens. For many youth Federal funds are necessary to enable them to secure work experience either in or out of school.

A young person needs more equipment for life than the ability to work. He must also acquire a love of country and a willingness to serve and to defend it well. An understanding of the perplexing problems which face our Nation, cultural resources which enable the youth to use his leisure wisely, preparation for family life, and the ability to get along with others are all necessities to be acquired in the transition from youth to adulthood.

Everyone who wishes to attend school through the period of general education should be encouraged to do so. Everyone should be enabled to secure sound preparation necessary for the occupation in which he can best serve himself and society. Those who lack the resources to pursue the preparation that is possible for them should be given opportunity to earn enough to assure the continuation of their education as long as they can profit by it.

As part of their preparation for adulthood all youth should have an opportunity for work experience in or out of school. Some young people would prefer a job, and would profit more from it than from continued school attendance; after reaching the age of sixteen every young person should be provided with a job. In addition he should receive training closely related to his work experience in order to further his adjustment to the job and to society. Continued work opportunity for a youth after he terminates his school attendance, and until he is placed in industry, is needed to preserve his character and morale.

The ability to work steadily and satisfactorily on a job for six or eight hours daily is for most young people an acquired characteristic which becomes effective only when practiced under proper conditions. If work experience is to be an opportunity for all youth it must be provided on socially desirable projects under such careful supervision that skills and work habits which will assist in adjustments to a job are guaranteed. The work experience must be recognized by youth as genuine and as fulfilling a social need. Conservation of human and natural resources, the preparation or manufacture of goods and services needed by young people or by those in need, but not now available, or the provision of recreational facilities may be mentioned as examples of suitable employments. Socially desirable work which adds to the wealth of the nation must be paid for. The compensation may be at a rate consistent with the productivity; the term of service need not be full time. Such work experience is valued by young people; it is recognized to be of value to the nation.

Work experience has definite educative value; young people in and out of school need such experience. Adequate provision to insure the complementary values of work and education can be guaranteed by the co-operative effort of such agencies as government, labor, industry, and the schools. So long as private agencies fail to make the necessary provision, the opportunity for work experience must be provided through the schools or other governmental agency.

To arrange the needed facilities requires a reorientation of many well established agencies, the co-operation of these and newer agencies, and, perhaps, the establishment of additional agencies so that all youth may be given the opportunity which is their heritage.

The suggestions contained in "A Youth Program for These Times and the National Youth Administration" were formulated by a group of superintendents of schools: Vierling Kersey, Los Angeles; Charles H. Lake, Cleveland; DeWitt S. Morgan, Indianapolis; E. E. Oberholtzer, Houston; Milton C. Potter, Milwaukee; and Curtis E. Warren, Santa Barbara. This committee submitted the statement to the National School Work Council. It, too, is here presented for the consideration of secondary-school leaders.

### A YOUTH PROGRAM FOR THESE TIMES AND THE NYA

*America now demands developed abilities of all youth.*—The present emergency brings a sharp realization that this is a time when every American citizen should be prepared to serve the interests of his country effectively. To promote such preparation, there should be inaugurated in each community, and in the schools in particular, a program of interpretation which will assist every youth to realize that now, or in the near future, he will be called upon to render an intensive civic service, either in production of goods or in other phases of defense activities.

*So long as profitable, youth should be encouraged to remain in school.*—Those youth who can and will prepare themselves best in school, as indicated by their success, should be encouraged, stimulated, and if necessary, assisted to remain in school until they have achieved a development which makes productive employment both attainable and desirable. For all those whose continuance in school depends upon personal earnings, work should be provided.

*Youth leaving school should have work opportunities provided.*—For those who because of economic or other reasons do not remain in school, there should be provided an out-of-school work-school program which will provide facilities whereby these youth may develop the same as those who remain in school.

*Community should build atmosphere of work or school for all youth.*—For the youth who remain in school, as well as for those who participate in the out-of-school program, communities should develop a social atmosphere in which each youth will feel a definite obligation to be engaged actively, either in school or in productive work.

*Enlargement of work opportunity as well as enlargement of school opportunity needed.*—Work opportunity should be offered primarily for the fulfillment of a program of personal development and not on the basis of merely providing relief. It therefore is incumbent upon each community to provide a learning program which is adapted insofar as possible to meet the growth needs of each youth and in which each youth has a reasonable chance of experiencing success. In order that school communities may meet their obvious responsibility for training, there should be an aggressive extension and adaptation of the secondary-school curriculum into areas which give opportunity for youth whose needs and interests are not now met.

*Co-operative relationship the basic principle of administrative procedure.*—To promote understanding between the school administration of a community and the National Youth Administration, and to facilitate the administration of the program, the policy of having a person appointed by the NYA, to confer with the school superintendent, or his proxy, should be followed.

As a part of the continuing program for youth development, the schools of the community and the NYA should co-ordinate the program of education and training so that work and school experience should supplement each other.

*Analyses of youth needs desirable as basis for distribution of allotted funds.*—As a basis for the administration of the program in the interest of all youth, and in the allocation of National Youth Administration funds within each state, the state youth administrator shall base the local allocation of funds on the needs of youth, and in determining these needs he and the school administrator shall co-operate. The principle is recognized that the responsibility of the community to youth does not end upon leaving school or graduation.

In a very short time, the co-operative efforts of the National School Work Council, the State School Work Councils, and the NYA and secondary-school administrators have been most remarkable in bringing to the schools a new conception of the value of work experience for boys and girls. The future promises even greater advancements and accomplishments.

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## SUMMER WORKSHOPS FOR 1941

### Secondary Education

During the past five years there has grown up a type of professional education, designed for experienced teachers, counselors, and school administrators to which has been applied the name "Workshops for teachers." Such programs have been sponsored by leading graduate schools of education throughout the country in co-operation with the Committee on Workshops. More recently attention is being directed to the possible implications for the school administrator who has local responsibility for the improvement of instruction and for the professional growth of his own teachers.

The Commission on Teacher Education of the American Council on Education has made available to those interested an advice and guidance service in conducting workshops. The Progressive Education Association last fall voted to ask the Commission to undertake those special tasks as were directly in line with the Workshop's philosophy of operation. The Commission accepted and a special committee was appointed to give attention to this work. It has prepared information on the specific programs of all institutions that have made their workshop plan known to the advisory service. This material appears as a mimeographed directory entitled *Workshops in 1941* and may be secured at the rate of 15 cents a copy from the Commission, 744 Jackson Place, N. W., Washington, D. C. The material contained in this bulletin relates to workshops of all types.

This publication contains such information as the faculty members' names, living conditions, recreational facilities. We are indebted to Dr. K. L. Heaton of Northwestern University under whose direction this mimeographed directory was prepared for his kindness in supplying us information from this publication on approximately thirty Workshops.

In the January, 1941, issue (pages 51-52) of *THE BULLETIN*, the names of colleges and universities conducting Summer Workshops which had come to the attention of the National Association of Secondary-School Principals Association were listed. Since the publication of that list the Association has received specific information from the most of these Workshops relative to their program for the coming summer.

This descriptive list of Summer Workshops in the field of secondary education has been prepared as a source of reference for those principals and teachers who are interested in this type of work. From it can be secured a general idea of the area of interest of specific Workshops. This can become the basis of selection for the principal or teacher to write for more complete information from the college or colleges which are attacking the problem in which he is interested. The list, while not complete, is fairly inclusive of those being conducted in secondary education.

### Alabama College Montevallo, Alabama

DIRECTOR: MISS ANNA HOLDFORD, Supervisor, Delmar, New York, Public School System

LENGTH OF TERM: 6 weeks, June 9-July 16

TUITION FEE: \$20.50; plus room, board, and laundry, \$33.00-36.00

NUMBER OF CREDITS POSSIBLE TO EARN: 6 or 8 hours, undergraduate credit

The Workshop is designed primarily for problems in the field of philosophy and methods of teaching. Before coming to the Workshop students send in a questionnaire giving information about themselves and the problem or problems with which they are concerned. The Workshop is built around the laboratory school. The laboratory-school teachers work with the Workshop students. Shops for arts, crafts, and music are provided.

### Alabama Polytechnic Institute Auburn, Alabama

DIRECTOR: PAUL IRVINE, Professor of Education

LENGTH OF TERM: 6 weeks, June 3-July 12

TUITION FEE: \$16.00 for 6 hours credit

NUMBER OF CREDITS POSSIBLE TO EARN: 6

The Workshop is devoted to the development of improved school programs and instructional planning. It is open to both organized faculty groups and individual teachers who come with specific problems assigned by their principals or faculties. The organization of the Workshop provides practice in democratic participation of faculties in the development of the several phases of the school program. Consultant service is provided for the several subject-fields, core-curriculum, and special-interest groups on a conference basis. Use of local resources, democratization of school practices, implications of national defense, and adjustment to new courses of study will be given special consideration. The work is primarily for graduate students who are working in secondary schools or twelve-grade schools.

### Birmingham-Southern College Birmingham, Alabama

DIRECTOR: EOLINE WALLACE MOORE, Professor of Education

LENGTH OF TERM: 5 weeks, June 2-July 4

TUITION FEE: \$15.00 except for graduate teachers representing school systems, who will pay no fee.

NUMBER OF CREDITS POSSIBLE TO EARN: 3

The Workshop will offer laboratory facilities for the study of reading and guidance problems as well as problems relating to the state curriculum revision program. Members of the college staff will work with individual teachers or groups of teachers in planning the improvement of instruction in their individual school situations. The time schedule and subject matter materials will depend upon the nature of the problems brought in by the students. Teachers in service may enter for the entire five weeks or for a shorter period. A special curriculum laboratory will offer for the convenience of the students new reference material in the field of curriculum development.



## University of Alabama University, Alabama

**DIRECTOR:** R. E. TIDWELL, Professor of Education

**LENGTH OF TERM:** 6 weeks, June 9-July 16

**TUITION FEE:** \$17.00

**NUMBER OF CREDITS POSSIBLE TO EARN:** 6 hours, graduate or undergraduate

Some fifteen school principals together with their faculty have been selected from the cities and counties of Alabama to form the Workshop. Persons from other cities and counties working on definite goals will be admitted within a total of 150 for the Workshop. Problems calling for a co-operative attack on the textbook type of program of studies, moving toward a more functional use of subject matter, and the beginning of a program based upon the recognized and ascertainable needs of the pupils, working with the pupils in building the curriculum to meet present needs will receive attention.

## State Teachers College Tempe, Arizona

**DIRECTOR:** B. IRA JUDD, Professor of Education

**LENGTH OF TERM:** 5 weeks, June 9-July 12

**TUITION FEE:** \$25.00, one term; \$40.00, two terms

**NUMBER OF CREDITS POSSIBLE TO EARN:** 4-6 hours, graduate credit

The Workshop is designed for those teachers interested in natural resources and conservation. The staff will consist of subject-matter specialists from the following fields: Soil Conservation Service, Forest Service, Bureau of Reclamation, Park Service, Fish and Wildlife—State Game Department, C.C.C.; State Land Use Planning Board, and others.

## University of Arkansas Fayetteville, Arkansas

### 1. CONSERVATION OF NATURAL RESOURCES

**DIRECTOR:** H. G. HOTZ, Dean, College of Education

**LENGTH OF TERM:** During regular summer term

**TUITION FEE:** \$11.00, for 3 hours or less; \$17.00, for more than 3 hours

**NUMBER OF CREDITS POSSIBLE TO EARN:** 2-4 hours, graduate credit

The Workshop will be concerned with the organization of teaching units in Conservation for both elementary and secondary schools, paying particular attention to that material as relates to Arkansas. Representatives of State and Federal agencies engaged in the conservation of natural resources will participate in the various activities of the Workshop. Daily meetings of members of the Workshop with the staff of consultants will be held with the group as a whole. Individual reports and consultations will be held.

### 2. AN INTEGRATED PROGRAM OF GENERAL AND PRACTICAL ARTS

#### EDUCATION

**DIRECTOR:** IVOL A. SPAFFORD, Associate Professor, General College, University of Minnesota

**LENGTH OF TERM:** During regular summer session

**TUITION FEE:** \$11.00

**NUMBER OF CREDITS POSSIBLE TO EARN:** 2-3 hours, graduate credit

The center of interest will be the general educational and the specific vocational values of the various vocational, industrial, and fine arts subjects; their important contributions to a functional program of education; the

curriculum integration problems of general education; integration problems of general and practical arts; and education of supervisors and teachers. Daily meetings of members of the Workshop will be held with the staff of consultants in a group as a whole. Individual reports of progress, and individual consultations will also engage part of the student time.

### Claremont Colleges Claremont, California

DIRECTOR: GUY FOX, Assistant Director of the Department of Instruction,  
Denver Public Schools

LENGTH OF TERM: 6 weeks, June 25-August 5

TUITION FEE: \$50.00 plus a registration fee of \$2.50

NUMBER OF CREDITS POSSIBLE TO EARN: 6

The Workshop, with considerable experience behind it, expands its activities to include services to elementary school personnel as well as to those concerned with secondary administrative and adult education problems. A select group of experienced educators will guide participants in group and individual conferences on how to make use of the facts of experience and research and the resources of school and community, in terms of the individual's specific problems. The six weeks will afford an opportunity for work and social experience in genial surroundings, resident groups, and recreational programs.

### Mills College Oakland, California

DIRECTOR: ROSALIND CASSIDY

LENGTH OF TERM: 6 weeks, June 22-August 1

TUITION FEE: \$50

NUMBER OF CREDITS POSSIBLE TO EARN: 6

#### 1. FAR EASTERN PROBLEMS WORKSHOP

This Workshop is presented in collaboration with the Institute of International Relations and the Institute of Pacific Relations. Secondary school and college instructors, and others having a special interest in the field, will have opportunity to do special work. A special study group will be formed aiding teachers of the social studies in the secondary school and college to see the curriculum implications of problems in this area.

#### 2. HISPANIC-AMERICAN CULTURE WORKSHOP

This Workshop includes lectures and discussions of problems of Latin America led by an eminent authority from the South American countries. A Spanish table in one of the residence halls will be organized for courses in beginning Spanish and commercial Spanish. Social Studies teachers who wish to include a study of both Pacific and South American problems may develop a program including offerings from both.

#### 3. ADULT EDUCATION WORKSHOP

DIRECTOR: JOHN BROWN MASON

June 22-July 13

Sponsored by the California Association for Adult Education, and the California Association of Adult Education Administrators, the Workshop will be offered with the co-operation of the State Department of Education. Under the leadership of experts in the field, emphasis will be laid on the administration of community adult schools, teacher training in various adult education fields, the development of leadership in civic and educational organizations and other adult groups, and on methods of co-operation between pupil and private agencies in the field. The staff includes national and state leaders in adult education.

### Stanford University, California Stanford University

DIRECTOR: ALVIN C. EURICH, Professor of Education

LENGTH OF TERM: 6 weeks, June 23-August 1

TUITION FEE: \$50.00 for registration without credit; \$90.00 for 12 units of credit

NUMBER OF CREDITS POSSIBLE TO EARN: 12; when supplemented with two weeks of independent study, 16

The Workshop is being held in collaboration with the Commission on Teacher Education of the American Council on Education. It is designed for supervisors, principals, superintendents, curriculum co-ordinators, guidance directors, members of staffs of teacher training institutions and others who are directly concerned with the pre- or in-service development of teachers. Registration is limited to approximately thirty individuals in leadership positions. Each participant will work directly upon his special problem of teacher development. Specialists in teacher training, in higher education, in curriculum construction, in guidance, in evaluation, in supervision and administration, and in personality development will be available for individual and group conferences. Other staff members throughout the University will conduct special conferences for interest groups within the Workshop. Participants and staff will plan the activities and work together co-operatively.

### University of California Berkeley, California

DIRECTORS: DR. GEORGE A. RICE, University Professor of Education, and  
DR. WILLIAM R. ODELL, Assistant Superintendent, Public Schools, Oakland, California

LENGTH OF TERM: 6 weeks, June 30-August 8

TUITION FEE: \$35.00 for six credits or less

NUMBER OF CREDITS POSSIBLE TO EARN: 2 to 4

The Group Study Work is designed for teachers, principals, superintendents, and others interested in problems connected with classroom teaching on the secondary-school level, organization and administration in new type programs and the relation of secondary schools to universities and colleges. Individuals or groups will bring problems upon which they wish to work under the direction of the staff. Specialists in the subject fields curriculum, test construction, evaluation, core programs, and administration will be available.

### University of California Los Angeles, California

DIRECTOR: JOHN T. WAHLQUIST, Professor of Education, University of Utah

LENGTH OF TERM: 7 weeks, June 30-August 8

TUITION FEE: \$35.00

NUMBER OF CREDITS POSSIBLE TO EARN: 4 units, graduate or undergraduate

The Workshop is provided for experienced and prospective teachers in secondary education. The student will give attention in the Workshop to the professional problems or interests which they have found to be of chief concern to them. In most cases the student's full time will be devoted to the Workshop. However, it is possible for the student to enroll for an additional course. Demonstration schools are available.

## Colorado State College of Agriculture and Mechanic Arts Fort Collins, Colorado

DIRECTOR: MRS. KATE KINYON, Director of Home Economics in Denver  
 LENGTH OF TERM: 3 weeks, June 15-July 3; 3 weeks, July 5-25  
 TUITION FEE: \$10.00 for local state students; \$12.00 for out-of-state students  
 NUMBER OF CREDITS POSSIBLE TO EARN: 1½ hours, graduate credit

The Curriculum Workshop has been provided for experienced home economics teachers. The student will concentrate on the philosophy of curriculum development and the application of that philosophy in the development of particular curriculum problems pertinent to the student's own situation. The group is conducted on a discussion-conference basis. The Workshop provides opportunities for teachers in city systems, teacher trainers, and supervisors.

## Colorado State College of Education Greeley, Colorado

DIRECTOR: EARLE U. RUGG  
 LENGTH OF TERM: 2 weeks, June 16-27  
 TUITION FEE: \$16.00  
 NUMBER OF CREDITS POSSIBLE TO EARN: 3 hours for the two weeks.

The Teacher Education Workshop will be conducted for administrators and teachers interested in different fields in both colleges and public schools. Staff members will be available for advice on the following problems: child growth and development, curriculum patterns for the preparation of teachers, evaluation techniques in teacher education, social education of teachers, social understandings and personal growth of teachers in service.

## University of Colorado Boulder, Colorado

DIRECTOR: G. DERWOOD BAKER, Superintendent of Schools  
 LENGTH OF TERM: Two 6-week terms, June 16-July 18; July 21-August 22  
 TUITION FEE: (a term) \$27.50 residents of Colorado; \$30.50 non-residents;  
 Board and Room, \$52.50 to \$62.50 a term additional  
 NUMBER OF CREDITS POSSIBLE TO EARN: 6 quarter hours a term

The Workshop is designed for elementary teachers, secondary-school teachers, guidance workers and school administrators. In general, it is planned for experienced teachers, counselors or administrators with interests or problems which may be described as follows: general curriculum problems, development of instructional plans and materials for use in school situations, study of the needs of adolescents and problems of individual guidance, development of plans and instruments for the evaluation and administrative problems.

## University of Denver Denver, Colorado

DIRECTOR: GILBERT S. WILLEY, Director of Instruction, Denver Schools  
 LENGTH OF TERM: 5½ weeks, June 12-July 18  
 TUITION FEE: \$25.00 for 7¼ quarter hours  
 NUMBER OF CREDITS POSSIBLE TO EARN: 7½ quarter hours

The Workshop is designed for teachers and administrators who have professional problems to study. The program is being organized to deal directly with specific problems which may be brought to the Workshop by teachers,

faculty groups from a given building, or representative groups from school systems. Child growth and development with implication for curriculum building, the utilization of community resources, problems of general education, growth of a teacher as a person, and effective learning and its implications for teaching will be given special emphasis throughout the entire period. Many two-week "clinics" around special interests will be conducted two hours each day, permitting individuals to receive this special help during a shorter period of time. Clinics have been planned to consider those problems which the interests and needs of the "workshoppers" may suggest. General staff members and clinic leaders will be available for individual and group conferences. The arts studio will furnish opportunity to discover latent interests and abilities. The speech and drama center will permit many to participate.

### University of Connecticut Storrs, Connecticut

DIRECTORS: FRED COUEY, Associate Professor of Education

J. R. GERBERICH, Associate Professor of Education

LENGTH OF TERM: 7 weeks, June 30-August 8

TUITION FEE: \$6.50 an hour credit

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours, graduate or undergraduate credit

The Workshop gives attention to five different areas: Curriculum Laboratory, Seminar in the Teaching of English, Seminar in the Teaching of Social Studies, Educational Tests and Measurements Laboratory, and The Teaching of French. The basic idea in connection with the Workshop is the students will contribute to the practical problems encountered by workers in the field. It is hoped that the Workshop will not merely be an exchange of experience between class members, but that for all problems presented a systematic attack will be made upon them in an effort to arrive at defensible solutions involving basic principles which are broad in their applications. The work will proceed mainly on a conference basis but with group discussions and exchange of points of view and clarification of general principles. The courses are intended to assist in the solution of practical problems. Attention will be given to the professional problems involved in the teaching of English and social studies, the construction, use, and interpretation of tests and in curriculum problems as they pertain to school systems and to subject or fields.

### Florida State College for Women Tallahassee, Florida

DIRECTOR: ROBERT C. MOON, Head of Curriculum Laboratory

LENGTH OF TERM: 6 weeks, June 9-July 19

TUITION FEE: \$15.00

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours, graduate or undergraduate

This Workshop is provided for the entire staff of elementary and secondary schools. Each student may give his full attention in the Workshop to the problem in which he is specifically interested or a number may organize on a total school problem. The Workshop staff will be available at all times to work with groups or individuals.

### University of Florida Gainesville, Florida

CHAIRMAN: H. E. NUTTER, Director of Curriculum Laboratory

LENGTH OF TERM: 6 weeks, June 16-July 25

**TUITION FEE:** \$18.00 for six credits

**NUMBER OF CREDITS POSSIBLE TO EARN:** 6

The Workshop is a co-operative project of the University of Florida and the State Department of Education. The primary purpose is to work with in-service teachers and principals, toward the solution of problems significant to them and toward the improvement of total school programs. There will be available opportunities for total school faculties, who are working as Co-operating Schools, to consider total school and individual teacher problems. Smaller numbers or individuals, in some cases, from other schools, who seek to make plans for whole faculty consideration of the improvement of the school program, may undertake such planning. The staff of the Workshop will have representatives of elementary, secondary, and administration fields and within the secondary field, representatives of each of the major fields. As in the past, the Curriculum Laboratory of the University will be available.

### University of Georgia Athens, Georgia

**DIRECTOR:** WALTER D. COCKING, Dean of the College of Education

**LENGTH OF TERM:** 1st term, June 11-July 18; 2nd term, July 19-August 12

**TUITION FEE:** \$23.75 per term

**NUMBER OF CREDITS POSSIBLE TO EARN:** 10 quarter hours

**TYPES OF WORKSHOPS:** (a) County and Independent School Systems;  
(b) Supervision; (c) Curriculum

Opportunity will be provided for a special Workshop in which the total teaching staff of an independent or county school system may work co-operatively on their problems. The workshop will be staffed by a group of specially prepared instructors and in addition all members of the University of Georgia faculty will be available for individual conferences and advice. Arrangements can be made for representatives from the college to study the problems of their school system while still in session. The following school year members of the staff of the college will continue their work with these school systems in putting programs into action which have been developed in the Workshop.

Opportunity will also be provided individuals and groups of individuals to work on various aspects of instruction during both terms of the Summer Quarter under Workshop procedure. Instruction problems which confront supervisors, teachers, and administrators in local schools will be given special consideration. Special facilities will be available for groups of administrators, supervisors, and teachers to work on problems in their own schools.

During both terms of the Summer Quarter a third Workshop will give attention to phases of the Georgia Program for Improvement of Instruction in Public Schools. Planning of curriculum materials will be emphasized. Special facilities under expert curriculum advisers will be available for all groups of teachers who may desire to do particular work on the curriculum of their own school system. The Curriculum Laboratory will be used in all Workshops.

### Northwestern University Evanston, Illinois

**DIRECTOR:** KENNETH L. HEATON, Professor of Education

**LENGTH OF TERM:** 4 weeks, July 21-August 15

**TUITION FEE:** \$41.00, including matriculation fees

**NUMBER OF CREDITS POSSIBLE TO EARN:** 4 hours, graduate credit

The workshop will give special attention to pre-service and in-service teacher education. Special emphasis will be placed on general education, the professional curriculum, community relations, child development, creative

experience, apprentice experiences, the role of the administrator in promoting teacher growth, teacher participation in program building, personnel practices, research as applied to objectives and evaluation, and evaluation of growth in service.

## School of Design Chicago, Illinois

**DIRECTOR:** L. MOHOLY-NAGY, Director of School of Design

**LENGTH OF TERM:** 6 weeks, June 23-August 2

**TUITION FEE:** \$85.00, including registration, laboratory, and tool fees

**NUMBER OF CREDITS POSSIBLE TO EARN:** 6 hours, graduate and undergraduate

The Workshop is provided for teachers, artists, designers, art and university students, and secondary-school seniors. It provides leadership for the teacher in relation to problems centering in technological and creative aspects of special work such as painting, graphic techniques, photography, wood, and metal designs. It likewise offers the means of broadening the understanding of a special skill, so that it will have its relation to all design. The program presents problems involving basic techniques. The student is free to experiment at will under the guidance of the faculty, thus making it possible for him to plan creatively and individually for solutions. In view of the short time involved, it is considered that the interests of teachers are best served by demonstrating the inter-relationship of several Workshops than by too brief a concentration on a specialty. For this reason every student is requested to take the full program consisting of the following subjects: Basic Workshop, Sculpture Workshop, Drawing and Color, Photography, and Lectures.

## University of Chicago Chicago, Illinois

### 1. WORKSHOP FOR SECONDARY-SCHOOL TEACHERS, ADMINISTRATORS, AND SUPERVISORS

**DIRECTOR:** STEPHEN M. COREY, Professor of Educational Psychology; Superintendent, Laboratory Schools, University of Chicago

**LENGTH OF TERM:** First term, June 23-July 25. Second Term, July 28-August 29. Participants may enroll for either or both terms.

**TUITION FEE:** \$52.50 a term for five hours

**NUMBER OF CREDITS POSSIBLE TO EARN:** a five-week term, 5 hours; two five-week terms, or entire Summer Quarter, 10 hours

The Workshop provides opportunities for teachers and administrators in secondary schools to spend either five or ten weeks in a study of problems of importance to them in their own work. Demonstration classes will be conducted for secondary-school pupils. The staff of the Workshop represents various subject fields, chosen for their ability to give helpful counsel in attacking problems of curriculum revision, evaluation, guidance, and administration.

### 2. WORKSHOP ON YOUTH

**DIRECTOR:** PAUL B. JACOBSON, University of Chicago High School

**LENGTH OF TERM:** 5 weeks, June 23-July 25

**TUITION FEE:** \$52.50 for five hours

**NUMBER OF CREDITS POSSIBLE TO EARN:** 5

The National Youth Administration and the University of Chicago will conduct jointly a Workshop on Youth. It is planned primarily for those who wish to work upon educational and work programs for youth. Half the staff will be provided by the University; the balance will be provided by the NYA. Approximately fifty administrative and supervisory officers of the NYA from



the various states will be in attendance. Selected secondary-school principals, or others who are concerned with the problems of youth, such as directors of NYA programs in secondary schools, are invited to participate.

### 3. WORKSHOP IN HUMAN DEVELOPMENT AND EDUCATION

DIRECTOR: ROBERT J. HAVIGHURST, Professor of Education

LENGTH OF TERM: 10 weeks, June 23-August 29

TUITION FEE: \$100.00 for ten hours

NUMBER OF CREDITS POSSIBLE TO EARN: 10

Recent research relating to the development of children and adolescents has important implications for the curriculum of teacher-training institutions, for the in-service education of teachers, for the planning of programs of pupil guidance, and for the development of more comprehensive courses in psychology and human development. Much of this research material has been assembled at the University of Chicago through the Division of Child Development and Personnel of the Commission on Teacher Education of the American Council on Education. This material will be made available and a staff of experts in various fields of human development is being provided for a special Workshop running through both terms of the Summer Quarter.

### 4. WORKSHOP IN GENERAL EDUCATION

DIRECTOR: RALPH W. OGAN, Associate Professor of Education

LENGTH OF TERM: 5 weeks, July 28-August 29

TUITION FEE: \$52.50 for five hours

NUMBER OF CREDITS POSSIBLE TO EARN: 5

This Workshop, for the third consecutive year, is sponsored by the University of Chicago in co-operation with the Co-operative Study in General Education of the American Council on Education. It will afford an opportunity for members of college faculties to spend a period of five weeks in an intensive study of problems of general education which they have found important in their experience as college teachers, administrators, or student counselors. The majority of the participants will be faculty members from the colleges participating in the Co-operative Study in General Education, but a limited number from other colleges will be admitted.

## Wheaton College Wheaton, Illinois

DIRECTOR: MELVIN W. BARNES, Professor of Education, University of Illinois

LENGTH OF TERM: 4 weeks, June 28-July 26

TUITION FEE: \$7.00 a credit hour

NUMBER OF CREDITS POSSIBLE TO EARN: 2-3 hours

The Workshop for Teachers will have special appeal to teachers, administrators, and various students with teaching experience in the secondary school. It is possible for the student to pursue a regular course in addition to the special Workshop study.

## Butler University Indianapolis, Indiana

DIRECTOR: DEAN P. M. BAIL, College of Education

LENGTH OF TERM: 3 weeks, July 7-July 21

TUITION FEE: Undergraduate \$6.25; graduate \$6.50, a credit hour

NUMBER OF CREDITS POSSIBLE TO EARN: 1, 2, or 3

The Workshop on Curriculum Problems is designed to aid teachers in the practical reorganization of their courses and to provide teachers and supervisors with the opportunity to develop teaching materials for their own class-

room use. Teachers will be expected to bring their own problems upon which they wish to work. Leaders in the fields will direct and assist in developing materials that teachers may use in reorganizing and enriching their courses.

### Indiana University Bloomington, Indiana

DIRECTORS: C. G. FANZEN AND I. O. FOSTER

LENGTH OF TERM: 9 weeks, June 10-August 6

TUITION FEE: \$35.00

NUMBER OF CREDITS POSSIBLE TO EARN: 2½ hours

The Curriculum Workshop, Seminar in High-School Curriculum, is provided for teachers and school administrators. If the student so desires, he may concentrate his full attention in the Workshop on his professional problem.

### Purdue University Lafayette, Indiana

DIRECTOR: PAUL A. REHMUS, Principal High School, Lakewood, Ohio

LENGTH OF TERM: 2 weeks, June 7-19

TUITION FEE: \$7.50 an hour, graduate credit

NUMBER OF CREDITS POSSIBLE TO EARN: 2 hours

The Curriculum Workshop is set up especially for secondary-school principals. Approximately half the time will be devoted to systematic work within the Workshop group. The other time will be spent by the student on his individual problem or interest. The Workshop will provide leadership on problems of interest as chosen by the student at the time of his enrollment. Group and individual conferences with staff members will be provided at the initiative of the student. The Workshop group will be housed together. They will also eat together and share offices and work rooms.

### Iowa State College Ames, Iowa

DIRECTOR: MISS MATTIE PATTISON

LENGTH OF TERM: During summer session

TUITION FEE: Same as for usual course credits

The Workshop is being conducted particularly for those teachers interested in vocational guidance and economics. Provision has been made so that the student may devote his full time upon the problem of his choice.

### Public Schools of Des Moines Des Moines, Iowa

DIRECTOR: W. C. FINDLEY, 629 Third Street, Des Moines, Iowa

LENGTH OF TERM: 6 weeks, June 9-July 18

TUITION FEE: \$35.00; registration fee, \$3.00; luncheon fee, \$12.00; total \$50.00

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours, graduate or undergraduate

The Workshop in Teacher Education is being conducted specifically for teachers in the local public school system in co-operation with Drake University. Teachers from other school systems may enroll in groups of at least three from the same system. Each participant will plan his own work in conference with a staff member who is his advisor. A faculty of eighteen members provides a wide range of major fields of interest. The participants may arrange conferences and work under faculty direction on the problems of chief interest. Each student will devote his full time to the Workshop.

### Kansas State College Manhattan, Kansas

DIRECTOR: V. L. STRICKLAND, Professor of Education

LENGTH OF TERM: 9 weeks, May 28-July 26

A Guidance Workshop will be conducted so that a student may give full time or part time to his own problems. These problems will be confined to those with which he has been confronted in his regular school work. The faculty will consist of specialists in the field of guidance, vocational training, city school administration, and general education.

### Western Maryland College Westminster, Maryland

DIRECTOR: EDWIN S. FULCOMER, Teachers College, Columbia University

LENGTH OF TERM: Six weeks, June 18-July 23

TUITION FEE:

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours; 3 hours in the Workshop; 3 hours in a regular course

A Workshop on problems of administration, school curriculum, and guidance in the secondary school is being conducted for secondary-school principals and experienced teachers. The staff will be composed of experienced members in both theory and practice in the fields of secondary education. They will be prepared to give advice on the problems of the students enrolled.

### Boston University Boston, Massachusetts

DIRECTOR: GUY M. WILSON, Professor of Education

LENGTH OF TERM: 6 weeks, July 7-August 16

TUITION FEE: \$30.00; plus \$6.00 registration fee; or \$10.00 per point

NUMBER OF CREDITS POSSIBLE TO EARN: 6 points or hours, graduate or undergraduate; in some instances 8 points

A Workshop on Progressive Teaching Methods in a Democracy will be conducted for teachers, supervisors, superintendents, and principals. The students will spend one-half of their time on the professional problems of teaching which concern them. Methods of teaching, supervision of teaching, and teaching of special subjects will be given chief attention. The problems of each student will be those which he himself chooses.

### Harvard University Cambridge, Massachusetts

DIRECTOR: HOWARD E. WILSON, Associate Professor of Education

LENGTH OF TERM: 6 weeks, July 7-August 16

TUITION FEE: 6 weeks, \$60, plus \$10 registration; 3 weeks, \$30 plus registration

NUMBER OF CREDITS POSSIBLE TO EARN IN THE SIX WEEKS: 2 half-courses, or  $\frac{1}{4}$  regular year's work; administrators may register for full-time work for 3 weeks with 1 half-course credit

The 1941 Harvard Workshop in Education will be composed of several units: Elementary Curriculum Workshop, Workshop in Educational Administration, Workshop in Secondary-School Administration, Workshop in the Study of Youth Problems, Workshop in School Work Projects, and Workshops in the Teaching of English, Science, Social Studies, and Art. These Workshops

are designed for administrators and experienced teachers who wish to work—individually or in groups—on educational projects of their own choosing. Work may be centered in one Workshop or involve several of the units. Twenty-seven staff members are available for consultation with all Workshop participants.

### Michigan State College East Lansing, Michigan

DIRECTOR: C. V. MILLARD, Assistant Professor of Education

LENGTH OF TERM: 6 weeks, June 24-August 1

TUITION FEE: \$17.50 for the term

NUMBER OF CREDITS POSSIBLE TO EARN: 9

The Curriculum Workshop will include significant issues and problems in secondary education, particularly those problems related to the Michigan Instructional Program. Lectures, reports, and general discussions relating to common interest will be scheduled for the morning sessions. It is at this time that visiting professors, specialists in curriculum activity, and administrators of repute will be brought before the group. Afternoon sessions will be provided for groups meeting on a common problem basis at which time specialists in these areas will be available for "on-call" assistance, advice and direction. Time will be provided for individual conferences and help on problems which each individual recognizes as peculiarly his own.

### University of Michigan Ann Arbor, Michigan

#### 1. WORKSHOP IN CURRICULUM AND INSTRUCTION

DIRECTOR: RALEIGH SHORLING, Professor of Education

LENGTH OF TERM: 6 weeks, June 30-August 8

TUITION FEE: \$35.00, state residents; \$50.00, non-residents

NUMBER OF CREDITS POSSIBLE TO EARN: 4 or 6 hours, graduate credit

A Workshop in Curriculum and Instruction will be conducted for mature workers looking forward to leadership in secondary education who are seeking some definite and helpful methods of improving curriculum and instruction. Teachers, supervisors, and administrators bring their own problems to the Workshop. They work on these problems under the guidance of consultants who have been specially trained and have wide experience in the areas wherein these problems lie. The investigation of individual or group problems, conferences with consultants, and participation in small group conferences will constitute the main part of a typical day's work.

#### 2. WORKSHOPS IN TEACHER EDUCATION

DIRECTOR: HARVEY L. TURNER, Co-ordinator, Teacher Education Study

LENGTH OF TERM: 4 weeks, July 7-August 1

NUMBER OF CREDITS POSSIBLE TO EARN: 4

The Workshop is sponsored jointly by the University of Michigan and the Michigan Study on Teacher Education. Headquarters will be at Tappan School. Approximately 125 persons, representing both pre-service and in-service groups interested in problems of education, can be accommodated. The directing committee in charge of all details will be Dr. Eugene B. Elliott, Superintendent of Public Instruction; Dean J. B. Edmonson, University of Michigan School of Education; Dr. Paul T. Rankin, Detroit Board of Education; and Dr. Turner.

## University of Minnesota Minneapolis, Minnesota

CHAIRMAN: DR. RUTH ECKERT, Associate Professor of Education

LENGTH OF TERM: 6 weeks, June 16-July 25

TUITION FEE: Minimum \$23 for 3 quarter credits to \$39 for 9

NUMBER OF CREDITS POSSIBLE TO EARN: 3 to 9 quarter credits

The Workshop is designed for staff members from arts colleges, teachers colleges and universities. Particular emphasis will be placed on problems of curriculum development, instruction, teacher training, personnel, and research planning. The University of Minnesota itself will serve as a laboratory.

## Mississippi State College State College, Mississippi

DIRECTOR: J. W. BROUILLETTE, Director Teacher Education

LENGTH OF TERM: Three 5-week units—April 21-May 24; June 2-July 5;  
July 7-August 9

TUITION FEE: \$9.00 for 3 hours credit. Enrollees may register for three other hours. Tuition for 6 hours, \$15.00

NUMBER OF CREDITS POSSIBLE TO EARN: 3 or 6

The Workshop is designed to provide the most effective means for administrators and teachers to find opportunities for analyzing the educational and community needs of the people and for developing procedures to meet these needs. The college recognizes that academic courses dealing with general problems of education often do not meet the needs of students. In the Workshop the staff and services of the college will be made available to the enrollees to facilitate their work on their own problems, and the problems of the group.

The weekly programs of the Workshop will be planned by the staff and representatives elected by the Workshop for that purpose. Students enrolling in the Workshop will have opportunity, under guidance, to work individually and in groups on the actual problems of the schools and communities they represent. In some cases, several teachers from the same school will enroll to work co-operatively on a program of improvement for their school.

## University of Mississippi University, Mississippi

DIRECTOR: R. C. COOK

LENGTH OF TERM: 3 weeks, June 4-27

TUITION FEE: \$10.00 for credit; \$7.50 without credit

NUMBER OF CREDITS POSSIBLE TO EARN: 3 hours, graduate or undergraduate

The Curriculum Workshop has been provided for secondary teachers, administrative groups, and school groups for working on their problems. Students may register for this course with or without credit, or they may take two other courses for six or nine weeks either graduate or undergraduate credit. Teachers in junior or senior high schools interested in organizing materials for units in various subject-matter levels will form one group. Principals and superintendents interested in working out actual problems such as those in relation with the publication of reports, the development of courses of study, and school finance will form a second group.

### Washington University St. Louis, Missouri

DIRECTOR: WILLIS H. REALS, Associate Professor of Education

LENGTH OF TERM: 6 weeks, June 16-July 25

TUITION FEE: \$25.00 for 3 semester hours of credit

NUMBER OF CREDITS POSSIBLE TO EARN: 6

The Workshop is designed for graduate students—individual or groups—actually at work on problems of curriculum development or improvement. Means of democratizing educational practices, programs for national defense, and the utilization of community resources as they effect the curriculum will be considered. Specialists in the fields of social studies, mathematics, speech, handicrafts, and in problems of guidance and evaluation will be available for individual and group conferences. Members of the education and art staff at the university will share with members of the Workshop the responsibility for developing projects relating to the theme of democracy.

### Billings Polytechnic Institute Billings, Montana

DIRECTOR: H. K. MOORE, Professor of Education

LENGTH OF TERM: 10 weeks, June 15-August 22

TUITION FEE: \$3.00 a credit hour

NUMBER OF CREDITS POSSIBLE TO EARN: 3 to 9, undergraduate quarter credits

A Workshop on Educational Problems is being conducted for experienced teachers. Teachers interested in developing materials or in the procedures of working with maladjusted children, and the curriculum and the problems of their profession can enroll in this Workshop. Each student chooses his own problems on which he will devote his time during the session. There are no formal class sessions. Conferences are arranged with staff members.

### Peru State Teachers College Peru, Nebraska

DIRECTOR: P. A. MAXWELL, Head of Education Department

LENGTH OF TERM: 12 weeks, June 8-August 8

TUITION FEE: Graduate, \$1.50 an hour; Undergraduate, 50 cents an hour

NUMBER OF CREDITS POSSIBLE TO EARN: 1-4 hours; graduate or undergraduate

A Workshop for Teachers will give attention to the professional problems, situations or interests of the group enrolled. Each student brings with him some problem, situation, or interest of particular concern to him. Special attention will be given to the problems of the classroom teacher. Plans will be developed by each of the groups formed in the Workshop. Attention will be given to such topics as the philosophy of the curriculum, educational psychology, sociology, and secondary education in rural communities.

### University of Nebraska Lincoln, Nebraska

DIRECTOR: FRANK E. SORENSON, Assistant Professor and Supervisor of Social Studies in the Training School

LENGTH OF TERM: 8 weeks, June 9-August 1; 6 weeks, June 9-July 16

TUITION FEE: \$3.00 a credit hour

NUMBER OF CREDITS POSSIBLE TO EARN: 6 to 9



Workshop procedures break down the formal classroom setup, thus permitting greater ease on the part of the students in the interchange of ideas. — Courtesy of Northwestern University



The Workshop is designed for experienced administrators and teachers who want the opportunity to work in the summer on their own professional problems. It will be possible for workshop participants to work individually or in small groups with the aid of an expert staff, on problems of their own choosing. Members of the workshop will also have access to the university library, the curriculum and psychological laboratory, the small-school professional library, and the collection of published and unpublished research materials worked out by the University of Nebraska during the past decade. Moreover, many excellent community resources are available to the group since Lincoln as the capitol is the home and depository for many state and national agencies. The Workshop is open to rural, elementary, secondary, and college teachers.

### State Teachers College Montclair, New Jersey

DIRECTOR: H. H. RYAN

LENGTH OF TERM: 6 weeks, July 7-August 13

TUITION FEE: \$24.00

NUMBER OF CREDITS POSSIBLE TO EARN: 4 hours, graduate credit

The Workshop in Education is conducted for secondary-school teachers and administrative officers. Students will be assigned to one or more consultants. The student will devote his full time in the Workshop on the professional problems which he brings with him. Special emphasis will be given to administration, supervision, and the curriculum in the field of secondary education. The group will meet daily for the exchange of opinions and discussion of progress reports.

### State College of A. & M. A. State College, New Mexico

DIRECTOR: CAUDE B. WIVEL, Professor of Education

LENGTH OF TERM: 9 weeks, June 2-July 25

TUITION FEE: \$12.00

NUMBER OF CREDITS POSSIBLE TO EARN: 5 hours, graduate credit

The Workshop of Secondary Education will be conducted for principals and teachers in the junior and senior high school. Curriculum problems, the development of units of instruction and integration in the secondary school will be given particular attention. A student may take one other course of three hours in addition to the Workshop course.

### University of New Mexico Albuquerque, New Mexico

DIRECTOR: R. A. MOYERS, Assistant Professor of Education

LENGTH OF TERM: 9 weeks, June 9-August 2

TUITION FEE: \$5.00 an hour; maximum \$20.00 for 4 or 5 hours

NUMBER OF CREDITS POSSIBLE TO EARN: 5 hours, graduate or undergraduate

The Social Studies Workshop will be conducted for secondary-school teachers, supervisors, and administrators. The work is primarily for the teacher or group of teachers specifically interested in developing materials in the social studies field. Each student will choose a specific problem or interest, and will devote his full attention to this problem during the session.

## Cornell University Ithaca, New York

DIRECTOR: M. L. HULSE, Professor in the College of Education

LENGTH OF TERM: 6 weeks, July 7-August 15

TUITION FEE: \$60.00 for the session

NUMBER OF CREDITS POSSIBLE TO EARN: 6

The Workshop is designed for teachers in the elementary and secondary schools. The co-operating divisions are English, social studies, science, mathematics, home economics and agriculture. Members of the Education and Arts staff at Cornell will share with members of the Workshop the responsibility for developing projects relating to the teaching of Democracy. This theme is stressed because teachers are under pressure to make a greater contribution toward the attainment of this goal. To insure a realistic approach the Workshop staff is surveying the needs of a representative central school in up-state New York. The faculty of this central school later will attend the Workshop to carry forward plans for reorganizing the school curriculum.

## New York University Washington Square, New York City

DIRECTOR: DOUGLAS S. COULTER, Assistant Program Director, Columbia Broadcasting System

LENGTH OF TERM: 6 weeks, July 1-August 8

TUITION: FEE: \$75

NUMBER OF CREDITS POSSIBLE TO EARN: 6 points on an undergraduate level; one course on a graduate level.

This eighth session of the Summer Radio Workshop is designed for senior and graduate students seeking knowledge and practice under professional conditions in the field of radio writing, direction and production, with special emphasis on educational broadcasts. Work will approximate sixteen classroom hours a week. Lectures by guest experts, supplemented by practice in the University studios, field trips, attendance at rehearsals and broadcasts of network shows form a part of the course. The instructional staff will be composed of a number of professionals from the network headquarters in New York City and other authorities in the field.

## Syracuse University Syracuse, New York

DIRECTOR: RUSSELL T. GREGG, Associate Professor of Education

LENGTH OF TERM: 6 weeks, July 7-August 15

TUITION FEE: \$12.00 a semester hour

NUMBER OF CREDITS POSSIBLE TO EARN: 6

The primary purpose of the Workshop is to provide opportunity for secondary-school workers to study effectively their own problems in the kind of setting that will promote all-around professional growth. The program offers unique opportunities for these teachers to concentrate attention on their own problems as they relate to their particular school communities to have constantly available the intimate, specialized consultation services of the fifteen staff members; and to exchange freely ideas with other participants who have similar or related problems.

## Teachers College, Columbia University New York City

DIRECTOR: DONALD G. TWEKSBURY, Professor of Education

LENGTH OF TERM: June Workshop—June 9-July 1; Summer Session Workshop—July 2-August 15

TUITION FEE: \$12.50 a point and \$7.00 university fee.

NUMBER OF CREDITS POSSIBLE TO EARN: June, 2 to 4 points; Summer Session, 4 to 8 points.

The Workshop is designed to enable experienced teachers, counselors, administrators, and curriculum workers to concentrate upon their own particular curriculum problems in a setting where ample resources will be available. Various groups, such as social studies, language arts, guidance, and core curriculum will be organized to enable each student to work more effectively upon his own difficulty. Specialists in each of these fields will be on the Workshop staff to give both individual and group assistance to participants. In addition to these facilities, those who work in the Workshop will be able to take advantage of the recreational, cultural, and professional opportunities offered in the New York metropolitan area.

## University of Buffalo Buffalo, New York

DIRECTORS: A. H. LAND AND R. M. DRAKE

LENGTH OF TERM: 6 weeks, July 7-August 15

TUITION FEE: \$10.00 a credit hour

NUMBER OF CREDITS POSSIBLE TO EARN: 4 to 8 points of credit

The Workshop in Secondary-School Problems will provide participants with information on school activities, secondary-school youth problems, library research and others. The major part of the time of the student will be spent on the problems in which he himself is interested. It is planned to have a steering committee composed of representatives of the student group to determine methods of procedure in the conduct of the Workshop. Specialists will be provided in the following fields: English, history, science, psychology, education, mathematics, and art. These persons will be available on demand and to the extent that the student requires. A special group of demonstration and teaching classes of secondary-school students is planned so that Workshop participants may see and apply first hand some of their findings.

## Asheville College Asheville, North Carolina

DIRECTOR: BLAINE MADISON

LENGTH OF TERM: 6 weeks, June 9-July 19

TUITION FEE: \$12.00 for undergraduate credit

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours, graduate credit at University of North Carolina

The general procedure for the Workshop will be to give the student guidance in the selection of the major problem; dividing them in groups to work on their similar and related problems; consulting with them through the development of these problems; evaluating and helping them in making their reports; guiding the activities where they demonstrate their work and prepare the summary statements which will guide them in the work they are to do in the next school year as a result of the plan and experience derived

from the Workshop. Those persons who are interested in the unit approach in reorganizing the secondary schools around the functional approach will have, for a two-week period, the assistance of Dr. Kenneth Eells associated with the Co-operative Study of Secondary-School Standards, 744 Jackson Place, N. W., Washington, D. C.

### University of North Carolina Chapel Hill, North Carolina

DIRECTOR: GUY B. PHILLIPS, Professor of Education

LENGTH OF TERM: 5 weeks, June 12-July 19

TUITION FEE: \$90, including tuition, fees, room rent and board

NUMBER OF CREDITS POSSIBLE TO EARN: 6 quarter hours

The Community Workshop is planned to meet the needs of teachers, school administrators, and others concerned with the direct relation of education to community problems in towns, villages, and rural areas. Members of the Workshop will use the many facilities of the University as represented in departments having to do with regional resources, human relations, music and art, dramatics, health, and so on. A campus school together with an arts and crafts shop will also be at their disposal. Each group limited to 40 students will be placed under a major director. The program will absorb the larger part of the student's time and interest. Those enrolling for this program are limited to a single additional course, which should be related as closely as possible to the intensive Workshop program.

### Western Carolina Teachers College Cullowhee, North Carolina

DIRECTOR: C. D. KILLIAN, High School English Critic Teacher

LENGTH OF TERM: 6 weeks, June 14-July 24

TUITION FEE: \$7.50, 2 weeks; \$15.00, 4 weeks; \$22.50, 6 weeks

NUMBER OF CREDITS POSSIBLE TO EARN: Full undergraduate credit according to time spent

Experienced classroom teachers and administrators will be given assistance in such areas as reading, audio-visual education, supervision and the teaching of English, health, and science. Each student will be expected to introduce and set up his particular problem within a given general field; for example, he may suggest and set up a program of, How to motivate interest in, set up, and conduct a high-school debating group in the English Workshop. A student may spend one-third, two-thirds, or all of his time in the Workshop.

### Ashland College Ashland, Ohio

DIRECTOR: E. G. MASON, President of the College

LENGTH OF TERM: 1 week

TUITION FEE: \$5.00 for one hour, plus \$1.00 for registration

NUMBER OF CREDITS POSSIBLE TO EARN: One hour

The Workshop will provide information and training for teachers and administrators in the field of reading or school evaluation. Each student will concentrate his full attention in the Workshop for one week on the professional problem or interest which concerns him most.

## Western Reserve University Cleveland, Ohio

LENGTH OF TERM: 6 weeks, June 23-August 1

TUITION FEE: \$10 a semester hour

NUMBER OF CREDITS POSSIBLE TO EARN: 6

### I. WORKSHOP IN HIGH SCHOOL EVALUATION

DIRECTOR: C. B. ALLEN, Professor of Education

During the first week "The Summer Conference on Secondary-School Evaluation" offers to school superintendents, secondary administrators, and teachers, a series of intensive discussions of the problems related to the *Evaluative Criteria*. Authoritative leaders in the formulation and application of the Criteria will be present to lead the discussions. The criteria developed by the Co-operative Study of Secondary School Standards, and their practical application to junior and senior high schools, will form the basis of the work. It is open to teachers and administrators planning, conducting, or participating in evaluation studies in their own schools. The Conference may be attended as a separate feature (3 credits) or it may be taken as a part of the regular course, Education 491S (3 credits), which continues the analysis throughout the term.

### 2. THE WESTERN RESERVE REGIONAL WORKSHOP

DIRECTOR: HERBERT G. ESPY, Professor of Education

The Regional Workshop program will comprise special courses jointly planned and administered so as to give each member of the Workshop full opportunity to study curricular or social problems of his own choice. The membership of the Workshop will include teachers and school administrators, other educational and social workers, and interested laymen. Its activities will include not merely special studies of individuals and groups in connection with the special Workshop courses, but also field visits, a special series of lectures and conferences, use of an extensive array of exhibits of social and cultural interest, laboratory work with visual and documentary materials, and social activities. Members of the Regional Workshop enroll for any two of the following 3 credit special Workshop courses — Curriculum Workshop, American Regional Literature, Geography of the Western Reserve, Field Studies in Local Government and Services, and American Youth Today. Each course, emphasizes the development or use of regional and local resources and materials.

## Northeastern State College Tahlequah, Oklahoma

DIRECTOR: V. A. TRAVIS, Professor of Education

LENGTH OF TERM: 5 days, June 9-13

TUITION FEE: \$4.00

NUMBER OF CREDITS POSSIBLE TO EARN: Arrangements can be made for undergraduate credit

The Workshop known as the Interstate Professional Relations Conference is provided for school administrators, secondary-school teachers, members of boards of education and persons engaged in social service of a professional nature. Each student devotes his full time during the conference on the professional problems in which he is particularly interested. Special plans can be made so that he may continue his study after the conference disbands.

### Oklahoma A. & M. College Stillwater, Oklahoma

DIRECTOR: M. R. CHAUNCEY, Head, Department of Secondary Education

LENGTH OF TERM: 6 weeks, June 16-July 25

TUITION FEE: \$6.00 for the Workshop, plus \$12.00 for enrollment, library, and infirmary fees

NUMBER OF CREDITS POSSIBLE TO EARN: 6 to 8 credit hours, graduate

The Curriculum Workshop is being conducted for school administrators and teachers of elementary and secondary schools. It is planned that the members of the Workshop may secure experience in the co-operative attack upon educational problems in a democratic atmosphere. The curriculum and instruction problems in science, mathematics, English and reading, social studies, home economics, industrial arts and commercial education are some of the areas to which attention will be given. Students submit in advance the problems on which they wish to work during the session.

### Allegheny College Meadville, Pennsylvania

DIRECTOR: F. G. HENKE AND G. E. BUCKINGHAM

LENGTH OF TERM: 3 weeks, July 21-August 9

TUITION FEE: \$30.00 plus a Workshop fee of \$7.50

NUMBER OF CREDITS POSSIBLE TO EARN: 3 hours, graduate or undergraduate

The Workshop is being conducted for administrators and teachers in the secondary school. Each student will bring with him some professional problem in which he is particularly interested. Problems in English, modern language, mathematics, social studies, natural science, and administration are some of the areas that will be given consideration. In some cases students may carry extra work so that they may continue this work during the remaining weeks of the second term.

### Bucknell University Lewisburg, Pennsylvania

DIRECTOR: FRANK G. DAVIS, Professor of Education

LENGTH OF TERM: 6 weeks, June 30-August 8

TUITION: \$8.00 a semester hour

NUMBER OF CREDITS POSSIBLE TO EARN: Guidance—6, graduate; Teaching—3 or 4, graduate; Stagecraft—6, undergraduate

These Workshops offer students an opportunity to work on their own vital problems under the leadership of experts and under almost ideal conditions. In the Stagecraft Workshop, students design and prepare sets for performances by professional actors. In the Workshops in Guidance and Teaching, students tie their work up closely with the demonstration school and with libraries and laboratories. A large number of specialists and special consultants are available to students in these two Workshops.

### The Pennsylvania State College State College, Pennsylvania

DIRECTOR: MARY JANE WYLAND, Associate Professor of Education

LENGTH OF TERM: 6 weeks, June 30-August 8

TUITION FEE: \$46.00

**NUMBER OF CREDITS POSSIBLE TO EARN: 6**

The Pennsylvania Workshop is a state-wide project of the Pennsylvania branch of Secondary-School Principals. It is sponsored by the State Department of Public Instruction, the University of Pittsburgh, the University of Pennsylvania, and The Pennsylvania State College. The Workshop is again planned for experienced teachers and principals who are interested in the study of the non-academic pupil. In addition to the usual subject-matter fields, special emphasis will be given to the areas of health, civic education, and occupational adjustment for the non-college secondary-school pupil.

### Public Schools of Philadelphia, Pennsylvania Board of Education Building, 21st and Parkway

**DIRECTOR:** DR. D. H. WELSH, Assistant to Superintendent of Schools

**LENGTH OF TERM:** 6 weeks, July 7-August 15

**TUITION FEE:** \$25.00 to employees of the Philadelphia Public Schools; \$50.00 to out-of-city school system persons. Those desiring credit will pay an additional fee of \$5.00 for registration.

**NUMBER OF CREDITS POSSIBLE TO EARN:** 6 semester hours given either by Temple University or the University of Pennsylvania

The University of Pennsylvania and Temple University are co-operating in a Workshop on Teacher Education sponsored by the Philadelphia Board of Education and the Commission on Teacher Education of the American Council on Education. In planning the summer workshop the number of participants were limited to approximately 175 persons. A small proportion of these may come to the Workshop from outside the Philadelphia Public School System. This will tend to increase the range of experiences and points of view.

The membership of the Workshop will include teachers, supervisors, principals and others concerned with school instruction or organization. Each member will be expected to select from his school experience one or two problems for intensive study. These must be problems upon which he could work to advantage in the Workshop. That is, they must fall within the areas of interest with which the personnel of the Workshop will be prepared to deal. It is hoped that part of the membership will consist of groups of persons from particular schools working on problems of common concern.

### University of Pittsburgh Pittsburgh, Pennsylvania

**DIRECTOR:** W. W. D. SONES, Professor of Education and Director of Curriculum Study

**LENGTH OF TERM:** Six weeks, July 1-August 8

**TUITION FEE:** \$20 and \$60 for two or six semester hours credit

**NUMBER OF CREDITS POSSIBLE TO EARN:** 6

There will be two Workshop Laboratories, each limited to twenty students. One of these will be devoted to General Secondary Education and the other to Business Education under Professor D. D. Lessenberry. Both workshop groups will participate in the Symposium-Conference course (two credits, six weeks) in which visiting and local specialists will lead in the exploration of the areas of occupational living, personal-social living, consumer economics, civic living, family living, leisure-time living, personal health, and personal literacy. Integral with the symposium and laboratory activities will be a group of secondary-school pupils who will both receive instruction in demonstration activities and participate with the teachers in laboratory activities.



### Furman University Greenville, South Carolina

DIRECTOR: RALPH M. LYON, Professor of Education

LENGTH OF TERM: 5 weeks, June 10-July 15

TUITION FEE: \$32.00 plus \$36.00 for room and board

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours, graduate or undergraduate

This Workshop for Teachers is provided for elementary and secondary-school teachers and principals and superintendents of small schools. The administration of the small rural and town school, guidance and personnel problems, organization of materials of construction on all levels, development of various types of units, arts, crafts, especially audio-visual and community resources will be some of the areas to which attention will be given. The full time of the student will be spent in the Workshop.

### Fisk University Nashville, Tennessee

DIRECTOR: GEORGE N. REDD, Professor of Education

LENGTH OF TERM: 6 weeks, June 9-July 18

TUITION FEE: \$25.00 to \$31.50

NUMBER OF CREDITS POSSIBLE TO EARN: 5-6 hours, graduate or undergraduate

This Workshop is provided for entire staffs of selected schools. It will emphasize problems of the Negro elementary and secondary rural schools. All group activities will be planned co-operatively by the students and the staff. Each group of students will concentrate on the specific problem in which it is particularly interested. Each student will devote full time to the activities of the Workshop. A demonstration junior high school and rural high school will be provided in order to give experience in working with pupils.

### George Peabody College for Teachers Nashville, Tennessee

DIRECTOR: HENRY HARAP, Associate Director, Division of Surveys and Field Studies

LENGTH OF TERM: 12 weeks, June 9-August 22

TUITION FEE: For eight quarter hours of credit, \$39.50.

NUMBER OF CREDITS POSSIBLE TO EARN: 8 quarter hours

The purpose of the Curriculum Laboratory is to provide facilities, materials, and guidance for groups and individuals working on problems in curriculum improvement. The working group assumes a large share of the planning and direction of its project. Each group selects its problem, organizes itself for study and discussion, and carries the program to its completion. The Laboratory welcomes inquiries from individual schools interested in planning school-wide co-operative projects in curriculum improvement. Members of such groups should be willing to give the major part of their time exclusively to work in the Curriculum Laboratory. If arrangements are completed far enough in advance, a representative of the Laboratory will visit the school to help plan the program of summer work.

### State Teachers College Johnson City, Tennessee

DIRECTOR: R. B. HOUSTON, State secondary-school visitor for east Tennessee

LENGTH OF TERM: 5 weeks, May 26-June 28

TUITION FEE: No fee is charged

NUMBER OF CREDITS POSSIBLE TO EARN: No credit given

This Workshop, known as the Curriculum Conference, will be of special help for secondary and elementary teachers in service. Each student will spend at least half his time on the problem he brings with him. The remaining time will be spent on curriculum problems. The chief attention will be given to curriculum revision and planning of the large unit of work.

### University of Tennessee Knoxville, Tennessee

DIRECTORS: DR. S. E. T. LUND AND DR. FLORENCE V. ESSERY, Associate Professors of Education

LENGTH OF TERM: 12 weeks, June 9-August 22

TUITION FEE: \$22.50 for each 6 weeks term

TOTAL NUMBER OF CREDITS POSSIBLE TO EARN: 12

The Laboratory is designed for teachers who are graduate students — individual or groups — actually at work on their own school problems. Means of democratizing educational practices, programs for national defense, and the utilization of community resources as they affect the curriculum will be considered. Specialists in the various areas of instruction and in problems of guidance and evaluation will advise individuals and groups.

### Baylor University Waco, Texas

DIRECTOR: M. L. GOETTING, Associate Professor of Education

LENGTH OF TERM: 11 weeks, June 9-August 22

TUITION FEE: \$25.00 for 3 1/3 semester hours

NUMBER OF CREDITS POSSIBLE TO EARN: 6

The Visual Education Workshop is designed for undergraduate and graduate students who want to do special work in visual education. Orientation to the problems of visual education, organization and operation of a visual aids program in the school, and interpretation and production of visual aids will be stressed. Special opportunity will be provided for the organization and production of all types of visual aids in the different curriculum fields, as well as opportunity for research in the field of visual education.

### Southern Methodist University Dallas, Texas

LECTURER: MISS MARION FLAGG, Director of Music Education, Dallas, Texas

LENGTH OF TERM: 2 weeks, June 9-21

TUITION FEE: \$7.00 a semester hour

NUMBER OF CREDITS POSSIBLE TO EARN: 2

This Workshop is designed to meet practical needs of teachers and a clinical situation will be added where the fundamental bases of modern music education can be seen as applied to class activities. Significant levels in musical growth will be sampled in demonstration groups in Grades I, III, and VI, Grade VIII in the junior high school, and a senior high-school class in chorus, music literature and theory. Practical problems in management and materials in the secondary-school band and orchestra will also be considered. Teachers expecting to attend the Workshop will present in advance problems on which they wish to work.

### Texas Christian University Fort Worth, Texas

DIRECTOR: W. B. TOWNSEND, Director of the Guidance Laboratory of Butler University.

LENGTH OF TERM: 1 week, June 3 to 7.

TUITION FEE: \$6.00.

NUMBER OF CREDITS POSSIBLE TO EARN: 1.

The Reading Workshop will be offered with an enrollment limited to 300. It is an approved course. This Workshop program will include five mornings from 9:00 to 11:30, and will cover a complete survey of the field of reading under the following points: What is the function of reading in the modern school? How can children be prepared so that they will be ready for reading? What methods of teaching reading are most effective? How can children use this skill (read to learn) in the content fields? How can the teacher diagnose reading difficulties? What techniques are most useful for a remedial program? Each afternoon on these five days the work will continue.

### University of Houston Houston, Texas

CO-DIRECTORS: W. W. KEMMERR AND A. N. DONNER

LENGTH OF TERM: 6 weeks, June 9-July 18

TUITION FEE: \$50.00

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours, graduate or undergraduate

The Workshop is being conducted for experienced teachers of Houston and other cities. Special attention will be given to elementary- and secondary-school reading problems, general problems of in-service education, problems of administrators, and problems in child study and guidance. Children are brought daily for demonstration work in remedial reading.

### University of Texas Austin, Texas

DIRECTOR: J. G. UMSTATTD, Professor of Secondary Education

LENGTH OF TERM: 6 weeks, June 5-July 16

TUITION FEE: \$15

TOTAL NUMBER OF CREDITS POSSIBLE TO EARN: 4 or 6

The Conference Laboratory will be the seventh conducted annually by the University of Texas since 1935 in connection with its state curriculum program, and the first to be conducted jointly as one of the Workshops of the Southern Study of Secondary Education. Individual teachers, principals, and superintendents with specific problems of curriculum and instruction will be given the opportunity to work on those problems under the guidance of specialists in secondary education, elementary education, mental hygiene, curriculum development, art education, and others as needed. Special emphasis will be given to groups from schools that have evaluated themselves by use of the *Evaluative Criteria* and are following through in their programs of school self-improvement. Throughout the conference emphasis will be placed upon the development of practices which inculcate democratic ways of living.

### College of William and Mary Williamsburg, Virginia

DIRECTOR: HELEN L. WEEKS

LENGTH OF TERM: 6 weeks, June 19-July 31

TUITION FEE: In-state teachers: matriculation \$10.00, plus board and room, \$48.00; out-of-state teachers: \$15.00 additional

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours, graduate or undergraduate

This Workshop, known as the Laboratory Conference for Secondary-School Teachers, is provided for teachers and principals in this field. Attention will be given to special areas such as teaching, guidance, evaluation, and administration in secondary education. Enrollments will be by school groups rather than by individuals, although provisions will be made for a limited number of individuals carefully selected. Each student will spend full time.

### Madison College Harrisonburg, Virginia

DIRECTOR: ALFRED K. EAGLE, Curriculum Counselor

LENGTH OF TERM: 2 weeks, June 17-July 3

TUITION FEE: \$7.50

NUMBER OF CREDITS POSSIBLE TO EARN: 3 quarter-hour undergraduate credit

The Secondary-School Workshop is provided for those who have professional interest in problems in which they desire the help of consultants. At the same time these persons will have the advantage of exchanging ideas with others and thus be able to carry back to their own school situation some ideas which may be adapted to their local situations. Opportunity will be provided for students to reconstruct their own educational philosophy and receive further assistance in redesigning their educational objectives. Through demonstration classes the students will have an opportunity to clarify their understanding of child growth and development, to familiarize themselves with the findings of research and to study their implications for the classroom. Special attention will be given to the use of audio-visual aids.

### State Teachers College Radford, Virginia

DIRECTOR: FRED HOLSABECK, Curriculum Consultant

LENGTH OF TERM: 6 weeks, June 16-July 23

TUITION FEE: \$15.00

NUMBER OF CREDITS POSSIBLE TO EARN: 2-3 hours, graduate or undergraduate

This Workshop has been provided for elementary and secondary-school teachers who have individual or group problems. It will deal with problems of curriculum development for particular school situations and groups of pupils, the organization of instructional materials for definite problems, the development of programs for in-service teachers and other group problems.

### University of Virginia Charlottesville, Virginia

DIRECTOR: FRANCIS G. LANKFORD, JR., Assistant Professor of Mathematics and Science Teaching

LENGTH OF TERM: Six weeks, June 16-July 26

TUITION FEE: Virginia teachers, \$12.50 per session hour; Out-of-State students, \$20 per session hour

NUMBER OF CREDITS POSSIBLE TO EARN: 4 semester, or two session hours

The Workshop is designed for graduate students working individually or in groups on problems of curriculum and instruction. Enrollees may select problems from the following areas: mathematics, science, social studies, language arts, core programs, music, fine and industrial arts, administration, supervision, evaluation, and visual and auditory aids in *elementary and second-*

*ary schools*; and guidance and commercial studies in *secondary schools*. A staff of more than fifteen persons will be available as consultants in these areas. Also members of the education and liberal arts faculties of the University of Virginia will assist participants with their problems.

### College of Puget Sound Tacoma, Washington

DIRECTOR: AMORY HAYNES, Lincoln High School, Tacoma, Washington

LENGTH OF TERM: 5 weeks, June 8-July 9

TUITION FEE: \$10.00

NUMBER OF CREDITS POSSIBLE TO EARN: 2 hours

The Workshop, known as the Study Hall Teacher, is provided for all teachers having study hall supervision and guidance duties. Each student is encouraged to bring in his problems and is allowed to have freedom in attempting to arrive at some solution to them. He may devote full time to the Workshop or he may enroll for other courses in the regular summer session as he desires. Attention will be given to supervision and guidance of study.

### Public Schools of Spokane Spokane, Washington

DIRECTOR: HAROLD E. SNYDER, Commission on Teacher Education

LENGTH OF TERM: 6 weeks, June 16-July 25

TUITION FEE: \$45.00, including luncheons

NUMBER OF CREDITS POSSIBLE TO EARN: 6 hours, graduate and undergraduate

This Curriculum Workshop is provided for both elementary- and secondary-school teachers, principals and supervisors. All phases of the secondary-school curriculum with special emphasis upon the core curriculum will receive attention. Such phases will include developing resource units, child development, evaluation, community and regional resources, reading, social understandings, and problems in personnel and group planning.

### State College of Washington Pullman, Washington

DIRECTORS: G. A. COE AND C. W. STONE

LENGTH OF TERM: 4 weeks each, June 23-July 18; July 21-August 15

TUITION FEE: \$10.50 for 4 weeks, \$16.00 for 6 or 8 weeks.

NUMBER OF CREDITS POSSIBLE TO EARN: Depends upon problem undertaken, generally 1 hour for each week in attendance.

This Workshop in Special Problems for Superintendents and Secondary-School Principals is organized around the problems submitted by the participants as they have encountered them in their own school systems. Each student is expected to work upon his problem intensively in co-operation with the other members of his group and the faculty. Administrative problems will be handled largely during the first four weeks and supervisory problems during the second four weeks. A student may enroll for either or both.

### University of Washington Seattle, Washington

DIRECTORS: EDGAR M. DRAPER, Professor of Education, University of Washington; ALEXANDER C. ROBERTS, President, San Francisco State Teachers College, San Francisco, California

LENGTH OF TERM: 5 weeks, June 18-July 18

**NUMBER OF CREDITS POSSIBLE TO EARN:  $7\frac{1}{2}$** 

The Workshop in Curriculum Improvement will be organized so that students can attack their individual problems through outlining tentative units of work, projecting the scope and sequence of courses of study, developing classroom materials and equipment, and constructing bibliographies, and the like. A staff composed of curriculum experts, subject-matter experts, and special consultants will be available to assist the students with such problems. The utilization of human and natural resources in curriculum improvement will be emphasized as a basic approach. Lectures, reports, and panel discussions will be scheduled for the daily general sessions in the morning. Group sessions with staff members will be scheduled daily for an hour each in the forenoon and in the afternoon. Individual work, interviews, and conferences with staff members will be scheduled for one hour. A luncheon meeting for the Workshop students, staff, and consultants will be scheduled daily at noon. This luncheon will be very informal and students, staff, members and consultants will have an opportunity to socialize and arrange extra-curricular activities. Students who have previously enrolled in the Workshop at the University of Washington may enroll for the coming summer and receive credit for the work.

### Western Washington College of Education Bellingham, Washington

**DIRECTOR:** PAUL R. GRIM, Supervisor of Social Studies

**LENGTH OF TERM:** 5 weeks, June 23-July 23

**TUITION FEE:** \$18.00

**NUMBER OF CREDITS POSSIBLE TO EARN:** 8 quarter-hours, undergraduate only

This Workshop on the junior high-school curriculum provides training for experienced teachers on the junior high-school level who have completed at least three years of college work. Attention will be given to guidance, hobbies, clubs, evaluations, adolescent problems, visual education, music, the arts, and social studies, mathematics, and science in the junior high school.

### Bethany College Charleston, West Virginia

**DIRECTOR:** CLYDE B. COCHRAN

**LENGTH OF TERM:** 2 weeks, July 28-August 9

**TUITION FEE:** \$23.00, including meals, lodging, registration.

Nine group activities have been selected. The development of each one will depend largely upon the interest of those who join the group at the Workshop. A capable leader for every group will be present to guide the interest and activity. The groups to be formed include Handicrafts, Music, the World Today, Physical Education, Guidance, Adventures in Nature, Current Literature, Art, and Playshop.

### Shepherd State Teachers College Shepherdstown, West Virginia

**DIRECTOR:** A. D. KENAMOND

**LENGTH OF TERM:** 9 weeks, June 9-August 8

**TUITION FEE:** \$25.00

This Workshop is provided for both elementary- and secondary-school teachers. The student is expected to give attention to a problem of his own concern. He will devote about one-third of his time to this problem. The problems studied will be those which may be classified generally under supervision and classroom instruction.

## River Falls State Teachers College River Falls, Wisconsin

**DIRECTOR:** C. L. EGGERT, Director of Rural Education

**LENGTH OF TERM:** 6 weeks, June 9-July 18

**TUITION FEE:** \$15.00 for 8 hours

**NUMBER OF CREDITS POSSIBLE TO EARN:** 8

The Rural Workshop is an important part of the offerings of the 1941 summer school. A number of visiting instructors who are outstanding in their different fields of endeavor will be brought to the campus from time to time to assist regular staff members. A model rural school located near River Falls will be used for observation and demonstration purposes. Members of the class will observe subject matter being presented by an expert teacher. These observations will be followed by a discussion of the principles involved. Classroom work on the campus will consist of individual and group conferences and the development of material for classroom use through the co-operative effort of the people in the class. Enrollment is limited to experienced rural teachers.

## University of Wisconsin Madison, Wisconsin

**DIRECTOR:** G. N. MACKENZIE, Associate Professor of Education

**LENGTH OF TERM:** 6 weeks, June 30-August 8

**TUITION FEE:** \$34.00

**NUMBER OF CREDITS POSSIBLE TO EARN:** 4-6 hours, graduate credit

The Workshop in Secondary Education will give attention to problems of curriculum, instruction, administration, and evaluation. The development of instructional materials and plans, the study of means for meeting the needs of adolescents, the building of plans and instruments of evaluation, and the examination of the many problems of democratic administration encountered in conducting a secondary-school program are some of the areas in which individual problems may fall. The Workshop is suited to those who come with a specific interest or problem and wish to devote all or a major portion of their time during the summer to intensive work on this interest or problem. Superintendents, principals, supervisors, department heads and committee chairmen will find help in studying their specific educational problems. The Workshop staff will be best qualified to deal with problems and interests in the following areas: junior and senior high-school curriculum, junior and senior high-school administration and supervision, general education in the secondary school and subject areas and evaluation.

## University of Wyoming Laramie, Wyoming

**DIRECTOR:** H. R. MEYERING, Kansas City Teachers College

**LENGTH OF TERM:** 5 weeks, June 14-July 18

**TUITION FEE:** Resident students, \$20.00; Non-resident students, \$26.00

**NUMBER OF CREDITS POSSIBLE TO EARN:** 9

The Workshop in Curriculum and Instruction is planned to provide an opportunity for a limited number of teachers in both the secondary and elementary schools and administrators to work intensely under competent guidance on curriculum construction in relation to their own particular school situation. Each participant is to have experience working as an individual, as a member of a small group with common interests and problems, and as a member of the entire group, upon instructional problems.



## News Notes

**CONFERENCE FOR INSTRUCTIONAL LEADERS**—The Annual Summer Conference for Instructional Leaders sponsored by the Department of Supervisors and Directors of Instruction of the National Education Association will be held at Teachers College, Columbia University, in the City of New York, July 7 to 19, inclusive, following the meeting of the National Education Association at Boston. The general meetings and regular discussion groups will take place in specially designated rooms in the Lincoln School building, 425 West 123rd Street. Use also will be made of the many other facilities of Teachers College and the University. The conference is open to any person, whether or not a member of the Department of Supervisors and Directors of Instruction, who is interested in instructional leadership. Supervisors, directors of instruction and curriculum, teachers who wish to study supervisory procedures, heads of departments, critic teachers, and parent-teacher association leaders will find worth-while opportunities in the program. The primary emphasis will be upon *the development of wholesome personality* through the school program. The conference will include many types of activities. Ample opportunity will be provided to hear authorities in various fields and to carry on discussion in groups. In addition there will be; visits to the Summer Demonstration School, case conferences on behavior problems, motion pictures on various school practices, individual interviews with members of the Teachers College faculty, demonstrations in the Guidance Laboratory of Teachers College, and the summer Inter-Division Educational Conferences.

**LEISURE-TIME READING IN BALBOA**—In addition to supplying appropriate material for supplementary reading and reference work for all classes, the library of the Panama Canal Zone Junior College and Balboa High School also provides a leisure-time reading program for its students. It is a logical means of encouraging desirable tastes in reading and of providing some materials for self-education. To encourage such leisure-time reading, the school library does two things. First, it provides a generous number of monthly and weekly magazines of a non-professional nature for general reading. Second, it includes in its book shelves a number of volumes which have no direct relation to the work of any class and which are seldom included in any assignment. That the magazines are freely used is clear to any observer. Some, indeed, are used so much as to be practically worn out before the time comes to file them in the library storeroom. The use of the books, however, is not so obvious. To learn something of what is being done with them, an informal study was recently completed. One rather striking fact that appeared in this survey was that students read very little on contemporary problems. In view of the widespread interest in the European war and its relation to the Americas, a number of books bearing on these problems were included in last year's order. Yet of these, only a few were read by 5 or more pupils.

**HISTO-GRAPH SERIES**—The Histo-Graph is one answer to a problem which has long been agitating educators, scholars, and laymen—How can the historical background, that has given rise to present-day important problems, be brought to the attention of the pupils in a simple, clear, but *brief and interesting* manner, so as to fit into schedules already overcrowded and tremendously diversified? Much thought and discussion has been given to this question. The purpose of the Histo-Graph is to establish a basis for a thorough understanding of the historical background that led to present-day American problems. Armed with this knowledge, and able to analyze the causes and results of international relations, one is then in a position not only to vote wisely, but also to guard against dangerous legislation. The Histo-Graph is to history what maps are to geography. They are "Blueprints of History," portraying a panorama of the march of events. The Histo-Graph

is a supplement for textbooks on history. Where the individual history of a nation is outlined, the disconnected facts may be linked by an occasional reference to the Histo-Graph. Thus a broader view can be obtained. It visualizes the relation of one nation to another, and enables the reader to prepare special synchronisms for analysis. The chief events being already synchronized the reader may fill in the minor details. The Educational Research Bureau, 1321 M Street, N. W., Washington, D. C., established as a co-operative service for the exchange of educational information has prepared a large assortment of these Histo-Graphs which sell for 25 cents each.

**MICHIGAN CITIZENS SPEAK**—Public demand for a larger investment in public education is clearly indicated in three statewide surveys conducted in Michigan during the past sixteen months. The polls were conducted by the Michigan Public Opinion Surveys, which operated as an independent agency, to which the Michigan Education Association and the Detroit Teachers Association paid a fee for services. The controlled sample method was used (sometimes called the Gallup technique) with a total of 4,000 interviews being conducted in 600 selected areas of the state. In each of the polls, the public was definite in its demand for better support of the public schools. To the question "Do you think the State should increase the money it gives for schools from forty-one million to forty-five million dollars?" only 31 per cent replied No. To the question "Do you approve of the \$5,000,000 cut in the public-school appropriation made by the 1939 State Legislature?" only 19 percent replied that they did. The curtailment of school services resulting from severe cuts in State aid funds was not in accord with the wishes of the people. Half-day sessions and overloaded teaching schedules still prevail, depriving many Michigan school children of a reasonable program of public education. "Do you think that money spent for defense purposes should cut down the amount the State provides for schools?" found only ten per cent of the citizens believing that the defense program should cut down the school program despite tax-protesting group who use national defense as an alibi for cutting school funds. Instead, the average citizen realizes that schools need more funds so that they can fulfill their important role in the national preparedness program. To the question "Are you, in general, satisfied with the way the schools are being run?" only 19 per cent stated that they were not. The average citizen believes that the schools are giving him full value for his tax dollar. Public education often has been called the insurance policy for democracy. Michigan citizens realize the significance and value of the school as a means of maintaining and improving the American way of living.

**"FREE SCHOOLS IN AMERICAN DEMOCRACY"**—This is a memorandum discussing the problems facing education in the present emergency and declaring that the maintenance of freedom of teaching and school administration is an essential factor in preserving and strengthening democracy prepared by the Council for Democracy, 285 Madison Avenue, New York City, with the aid of the Committee of Correspondence, a group of scholar consultants. It is the third in a series of discussions of vital issues published by the Council and is available at ten cents a copy. The moot question of textbook censorship is discussed in the memorandum, in relation to the broad principles involved. While in a democracy it is a healthy thing to have all citizens take an active interest in the school system, and educators welcome public interest and impartial criticism, the memorandum points out that no "pressure groups" should be allowed to impose their standards of value on our schools. Teaching in a free society involves the preservation of freedom of discussion at all educational levels. Undue restriction prevents the schools from fulfilling their basic function: to give young people a sense of democracy as a dynamic, living faith, and to give them the capacity for balanced judgment, so that they may become intelligent, mature citizens, equipped to share in the solution of the

complex problems facing the nation. In considering the problem of discipline, emphasis is placed on the fact that in autocracies discipline is imposed from without, in democracies from within in the form of self-discipline and acceptance of individual responsibility. The teacher in America strives for orderly co-operation and restraint, not for domination. Inequalities in educational opportunity for America's children, arguments against reduction of school appropriations during the emergency period, and the need for an adequate integration of the teaching of democracy in school curriculums are stressed. The pamphlet is written in popular style and contains a special section outlining for the average citizen some of the things he can do, both to increase his understanding of educational problems and to help safeguard democracy in the American school system.

**EDUCATION FOR HOME AND FAMILY LIVING**—For some time there has been a recognition of the need for communities to co-ordinate their efforts in planning programs that will contribute to the development of strong, effective family life and happy well-adjusted human beings. Because they recognized this need, the U. S. Office of Education sponsored the development of four experimental centers. The four centers, of which two are rural and two are urban are Wichita, Kansas an urban but highly stable, homogeneous community; Toledo, Ohio, a large city that is highly industrialized; Obion County, Tennessee, representing conditions as found in a rural educational unit in the South, organized on a county basis; and Box Elder County, Utah representing the rural, more sparsely settled sections of the West, with a relatively stable and homogeneous population. The hope of the U. S. Office of Education is that these four communities, by studying their present educational programs concerned with home and family life and concentrating their efforts to develop more effective programs, will be able to encourage other communities to strengthen this important part of their educational work.

The community program as developed in Box Elder County since October 1938 consists of a large council representing community interest, A Central Sponsoring Committee of 35 people which makes the plans and directs the course of the program, the Executive Committee, the Committee on Committees, and a number of temporary committees such as a publicity committee, a committee to help with understanding and co-ordinating youth problems, and a committee to assist in developing local planning units. A complete report of the makeup and activities of these committees as well as an analysis of the progress of this program and copies of forms used in the work such as a youth survey form has been published in a mimeographed 77-page bulletin entitled *Box Elder County, Utah Community Program of Education for Home and Family Living*, Bulletin No. 3 and is distributed by the Sponsoring Committee, Brigham City, Utah with J. W. Horsley, Chairman.

**THEY ARE STAYING ON THE FARM**—In a recent survey by the Pennsylvania Department of Public Instruction, a study was made of 26,841 out-of-school farm boys who had had one or more years of instruction in vocational agriculture. It was found that 1,089 own or are buying their farms, 812 are renting farms, and 7,718 are partners with their fathers. Some of this group are working on a share basis with their fathers, others with a definite allowance of the farm income, and still others are continuing home projects which were started in the secondary school. There are 167 who are operating farms in partnership with partners who are not parents; 227 have become farm managers; 3,619 are working on farms for wages; 2,051 have gone in occupations related to farming, such as the farm equipment business, selling seed and fertilizer; 387 have continued their agricultural education in agricultural colleges; and 7,551 have gone into non-farming occupations. The survey revealed that approximately 70 per cent of the farm boys who have studied

vocational agriculture go into the occupation of farming, or into occupations closely allied to agriculture. This shows very conclusively the effectiveness of the vocational training now offered to farm boys in the public schools.

HISTORY IN "COMIC" FORM—*True Comics*, published by The Parents' Institute, Inc., 52 Vanderbilt Ave., New York City, is the first educational magazine ever published in the popular "comic" form so attractive to children. While in format it resembles other "comic" magazines its subject-matter deals with the most exciting events of past and present history. Leading features of the first issue, just out, present the life of Winston Churchill as "World Hero No. 1"; the first of a series on "Frontier Fighters," featuring George Rogers Clark of Revolutionary War fame; "Yellow Jack," how the cause of yellow fever was discovered; and the life of Simon Bolivar, South American Liberator. The only similarity of *True Comics* to the present flood of "comic" magazines is in format. Its 64-colored picture-pages portray interesting events. Using the adventures of the world's greatest heroes and heroines as story material the editors have created a bi-monthly magazine full of stirring drama that boys and girls of all ages will thoroughly enjoy. Parents have tried prohibition in their fight against the lurid "comic" magazines with little success. Here they have a wholesome substitute to offer that, in all probability their children will gladly accept.

SECONDARY SCHOOLS STUDY FORMER PUPILS—Fifty city and village superintendents in New York State will engage in a study of pupils who were registered in the school year 1939-40. The schools under these superintendents gathered data about these former pupils during the last two weeks in January. The data was gathered by mail, by messenger and by personal interview and is being summarized in the office of Dr. J. Cayce Morrison, Assistant Commissioner for Research of the State Education Department. This study of the young people when they are out of school is planned as a measure of the effectiveness of the present secondary-school program. This information is basic to a continuous appraisal of the school program and of occupational adjustment. It is expected to indicate areas in curriculum needing revision and also to assist in the evaluation of practices and technics which the school employs to launch young people on a career outside the school. The introduction of new practices or techniques may be suggested.

DEMOCRATIC SCHOOL-COMMUNITY ACTIVITIES IN PASADENA, CALIFORNIA—First, there is broad participation on the part of the adult citizens of the community in determining school policies. For years it has been an outstanding characteristic of Pasadena that civic groups of all kinds interest themselves and participate in the setting up of educational policies for Pasadena. These civic organizations have education committees which work actively and effectively upon problems of school policy. Examples of this are the *Kiwanis Club* committee which works on the problem of civic education throughout the schools, the *Rotary Club* committee which stimulates scholarship in the secondary schools, the committee of the *Women's Civic League* which has devoted itself intensively to a study of school legislation and to large issues of policy which it is necessary from time to time to submit to the voters of the district. The *Parent-Teacher Associations*, identified with every school and presided over by a central council, give continuous attention to problems of school and home relationships, the welfare of children, and present a continuous program of parent education which reaches thousands of parents in the community. The education committee of the *Masonic Order* promotes Public Schools Week each year, (this year April 28-May 3) bringing to the schools thousands of visitors—parents and citizens in general—who made this week an occasion for close contact and acquaintance with the schools. The *Chamber of Commerce* likewise has opened its membership to teachers and has an education committee which participates actively in school problems, par-

ticularly those having to do with the financial management of the schools.

**CONFERENCE OF BUSINESS EDUCATION**—The *New Economic Education* will be the subject for the eighth annual Conference on Business Education held by the School of Business of the University of Chicago in Haskill Hall, June 26 and 27. Positive aspects of the approach to business and economic education from the viewpoint of consumer education will be discussed by speakers who are qualified by experience and research to present a true picture of the possibilities of this development. Sessions will be devoted to a critical examination of the meaning of the new economic education, its potentialities for the public-school system, and its possible contributions to individual adjustment in economic situations. The final session will review the materials available for presenting the new economic education at different school levels—a session that will be of intense practical interest to all teachers of business and economic subjects. The Conference is an integral part of the summer program offered for teachers interested in securing advanced degrees in the field of business education. A detailed program of the conference and a list of the speakers is available and will be mailed to anyone interested.

**PROGRESS OF RURAL SECONDARY-SCHOOL PUPILS**—The New York State Education Department has completed an extensive study of the eighth-grade pupils attending school in September, 1933. This study as reported in the 18-page pamphlet, *A Study of the Progress of Pupils in New York's Rural Secondary Schools*, was made to answer two questions: (1) Does attendance in the eighth grade of schools not maintaining secondary-school departments have any appreciable influence on the child's opportunity to obtain a secondary-school education? (2) What is the relation between the age at entrance to the eighth grade and expectancy of graduation from the secondary school? Some of the findings in the report are: (1) It was found that 50 per cent of the secondary-school group (those districts maintaining high schools) and 37 per cent of the common-school group (those districts not maintaining high schools) were graduated within the period required for normal progress through the secondary school. (2) In terms of the gross eighth-grade enrollment, nearly 50 per cent of the common-school group left school prior to graduation as compared with 37 per cent of the secondary-school group. (3) Of those who remained in school, there was very little difference between the two groups in the percentage retarded during the secondary-school period; but the percentage of postgraduates in the secondary-school group was nearly double that of the common-school group. (4) In terms of net enrollment, the chances for graduation from the secondary school of the 11- and 12-year-old groups were about equal (68 and 69 per cent respectively); of the 13-year-olds the chances were a little more than 50 per cent; of the 14-year-olds they were a little more than one in four; and of those 15 years or older were just a little better than one in ten.

**DEFINING PHILOSOPHIC TERMS**—This summer a one-volume edition of *The Dictionary of Philosophy* will be published under the editorship of D. D. Runes by Philosophic Abstracts, 15 East 40th Street, New York City. The dictionary will cover such areas as metaphysics, ethics, logic, philosophy of education and social philosophy. Special emphasis has been placed on the definition of basic concepts and terms germane to the contemporary schools of philosophy. This association also is the publisher of *Periodic Abstracts of Philosophy*. More than 2,000 copies of each issue of these abstracts are distributed nationally among librarians and teachers of philosophy.

**AIDS FOR TEACHING SAFETY**—The N. E. A. through its Safety Education Project are preparing a series of four-page leaflets for secondary-school teachers on such subjects as Civics, Home Economics, Mathematics, Parents, Shop, and Sociology. These pamphlets will be available about July 1 at 5 cents each or six for 25 cents from its headquarters, 1201 16th N. W., Washington, D. C.

**A SURVEY OF THE PROVISIONS FOR READING INSTRUCTION IN SECONDARY SCHOOLS**—The Research Division of the N. E. A. is undertaking to discover what sort of reading instruction is being given in secondary schools. A questionnaire has recently been distributed to more than 7,500 secondary schools throughout the country in an effort to secure from each of these schools an overview of what is being done. The Research Division will summarize this information, together with additional information from published sources and from a more detailed inquiry to teachers whose work in some phase of reading instruction is unusually successful. It is planned that this report will appear, as soon as possible, as an issue of the *Research Bulletin* of the National Education Association. The question deals with the general scope of the reading program and the type of approach the school is making to the solution of reading problems. This study will be under the immediate direction of Dr. Ivan A. Booker, assistant director of research and has the co-operation of the National Association of Secondary-School Principals. Some of the questions included in the questionnaire are: To what extent is the poor reading ability of pupils a problem in your secondary school? If reading is something of a problem in your school, what per cent of your faculty members are keenly interested in it and are contributing helpfully to its solution? Has your entire faculty, within the past five years, worked co-operatively toward a solution of reading problems? If some special work in reading is being done in your school, what pupils are reached by the program?

**THE AMERICAN YOUTH COMMISSION RECOMMENDS**—After a four-year study of the social and educational aspects of the Civilian Conservation Corps camps, the American Youth Commission "is convinced that the central purpose of the CCC should be that of improving the health, skill, and efficiency of the boys who are enrolled, to help them become useful and successful citizens in whatever occupation they may afterwards enter. The conservation work accomplished through the Corps should be regarded not only as valuable in itself, but also as an essential element in teaching youth a realistic appreciation of the true values in national life and a patriotic sense of membership in the national body of citizens."

To achieve these ends the Commission recommended several changes in administration, including the establishment of a single new youth service in the Federal Security Agency, which would incorporate the present programs of the Civilian Conservation Corps and the National Youth Administration and "any other work projects for youth that may be found appropriate." A direct, unified line of authority should be established between the head of the Corps and the head of each individual CCC camp. The War Department should be relieved of its responsibility for operating camps, because the urgent problems of military defense require its undivided attention. Adoption of Civil Service requirements in selection of personnel would secure and retain outstandingly competent people for the administration of the Corps. The commission also suggested an increase in the use of negro supervisors and administrative personnel in the all-negro camps. It recommended that selection of enrollees be transferred from public assistance offices to public employment offices, which will help to eliminate the relief stigma from the enrollees.

**BOOKWAYS TO LEARNING**—One measure of literacy is whether people can read; another is whether they do. According to the latest compilation of the American Library Association, there were in the book stacks at public libraries a total of 106,772,777 volumes, lacking considerably an average of one volume for each person living in the United States. Circulation of the books showed, however, that the average citizen—if there were any such individual outside of the statistical laboratory—had read a little in excess of three of these books in the year previous to the count. Home libraries have also extended their shelves in recent years. Commercially operated lending libraries are a common service of the corner drugstore. The annual per capita consumption of



books must therefore be considerably greater than three volumes. We have gone far toward becoming a "reading nation" since the days of Abraham Lincoln, whose arduous trips to borrow books make curious reading today.

**CONFERENCE ON IN-SERVICE EDUCATION**—A feature of the meeting of the North Central Association of Colleges and Secondary Schools in Chicago was a "Conference on Democratic In-service Leadership" held recently by the Committee on In-service Education of Teachers. Representatives from the American Council on Education, Progressive Education Association, Commission on Relations of Schools and Colleges, and the Eight-Year Evaluation Study were presented at this general conference. Some of the topics discussed were: Curriculum Demonstrations as an Approach to Teacher Growth; Strengthening Social Relations of Teachers as a Method of Stimulating Teacher Growth; Unit Development as an Approach to Teacher Growth; Contributions of Teacher Educating Institutions to In-service Education; Teacher Abilities to Be Improved by In-service Education; Methods of Conducting Faculty Studies.

**AIRWAYS TO LEARNING**—During 1940 more than 11,000,000 new radio sets went into homes and automobiles in the United States. This is 2,000,000 more than were distributed in 1939. It is estimated that there are now 52,000,000 radio sets in use throughout the nation. According to a recent announcement of the Federal Communications Commission a total of 199 radio stations in the United States schedule broadcasts in one or more foreign languages. Thirty-one foreign languages were represented on 1,721 weekly programs representing nearly 1,330 hours of foreign language programs a week. Although the Federal Communications Commission does not style any of the broadcasters "Lord Hee Haws" or "Lord Haw Haw," doubtless some of these programs are pointed to by foreign nations as a type of "Yankee penetration." A less troubled world would find this expanding medium an important agency of mutual understanding and international goodwill.

**VISITING THE NEIGHBORS**—Educators of nineteen American Republics and of the Dominion of Canada met at Havana, Cuba, at the call of the World Federation of Education Associations. The program featured commercial and economic education, home economics and the education of handicapped children. The conference was unique not only as the first hemisphere meeting convoked by teacher organizations, but as the first conference of this kind in which educators discussed their problems with business men of Latin America.

The resolutions of the conference call for a definite plan whereby teachers from English-speaking countries can attend universities in Central and South America at institutes three or four weeks in length where an opportunity would be offered to study the language, history, and general cultural life of the country in which the institute is being held. The resolutions also ask for compilation of an inter-American "contact" directory. This directory would consist of a list of persons in each city of the Americas who would serve as "contact hosts or hostesses" for travelers properly credentialed by the World Federation of Education Associations, who are visiting in a neighboring American nation. This project is intended to enable teachers visiting other countries of the Western Hemisphere for the study of educational problems to get in touch at little expenditure of time with educators most capable of aiding them in their studies.

**EDUCATION VIA TRAVEL**—Reconciliation Trips, Inc., 421 West 121st Street, New York City, established as a Social Travel Forum, conducts Forum auditions to speakers in their native environs rather than have the speaker come to the group. By means of these inter-group visits the lectures, discussions and questions become a substitute for world travel. Every religion, every race and nation, every social problem is represented in New York and therefore it becomes a real source of seeing and learning at first hand what other peoples



and groups are doing and thinking. Most of these journeys are within New York City and are six to eight hours in length.

Each who attends pays \$1 or \$1.25, usually, besides fares and meals. These trips are non-profit with a Board of Directors selected by the membership. Many trips are open to everybody. Trips can be arranged for specific groups interested in a particular field or subject, or a person or persons visiting New York City may telephone the organization and join the trip for that week.

**DEFENSE TRAINING COURSES**—Courses in this field will be given priority in the nation's vocational schools, according to a new plan recently announced by the Associate Director General of the Office of Production Management. Under this new policy, local representatives of the U. S. Employment Service will recommend to local schools the types of defense occupations for which workers will be trained together with the number of persons to receive this training. The plan, which co-ordinates defense training for unemployed workers with specific employer needs, has been approved and signed jointly by John W. Studebaker, United States Commissioner of Education, and Ewan Clague, Director of the Bureau of Employment Security of the Social Security Board. Classes for fitting workers into defense occupations will be established on the basis of facts known to the local state public employment offices. Training methods will be devised to meet the specific defense labor needs of any locality where shortages may be arising. The underlying purpose of this new plan is to foster an even closer relationship than now exists between defense training and the known need for workers in defense industry, city by city, and state by state.

The determination of the immediate labor needs of defense employers is obtained by local public employment offices. The determination of the long-range needs in defense areas and defense industries is the function of the United States Bureau of Labor Statistics, working in co-operation with the United States Employment Service and other government agencies. Under the terms of the Studebaker-Clague agreement, some of the defense training responsibilities of both the local public employment offices and the local schools are as follows: 1. All training projects shall be conducted for occupations approved by the Advisory Commission to the Council of National Defense; 2. Each state board for vocational education and each local board of education engaged in defense training shall establish and utilize a representative advisory committee, together with consultants, one of whom in each case shall be a representative of the Employment Service; 3. The Employment Service shall be responsible for making recommendations to educational authorities in each community and in each state with respect to the numbers to be trained and the occupations in which training is to be offered for defense workers; 4. Each Advisory Committee established to deal with problems involved in the inauguration and operation of defense-training pre-employment and refresher courses shall include in its voting membership an equal number of representatives of labor and of industrial management; and 5. Proposals to train for various types of defense occupations together with estimated numbers to be trained, as recommended by the Employment Service, shall be given prior claim by the Advisory Committees and educational authorities.

**INFORMATION EXCHANGE ANNOUNCES CATALOG**—The Information Exchange on Education and National Defense, which has recently been organized in the U. S. Office of Education as a clearinghouse for ideas and materials on education and national defense, announces its first catalog. It lists 103 items which have been organized into 24 loan packets. Publications, posters, outlines, study units, pictorial booklets, reprints of magazine articles all touching on some defense plan or problem are listed in the catalog. They come from institutions as widely separated as Seattle, Washington, and Columbia, South Carolina. Loan packets listed are made up of materials contributed by schools and colleges, organizations and other interested individuals and groups.

Each loan packet contains a number of different materials related to a particular topic, as: The Role of the Schools in the National Emergency, Understanding and Practicing Democracy, Improving School and Community, Conserving the Nation's Natural Resources, Building and Preserving Good Health, Understanding the World About Us, Vocational Education and National Defense, and Libraries and National Defense. Some packets contain materials entirely within one field, such as elementary or secondary. Others contain materials of more general interest and value in two or more fields (elementary, secondary, adult, and higher education). Materials may be borrowed for a period of two weeks from the time they are received. Franked envelopes or franked labels are provided for the return of the materials without payment of postage. When materials are returned, others may be requested. A copy of the catalog listing these materials may be secured by writing to Information Exchange on Education and National Defense, U. S. Office of Education, Federal Security Agency, Washington, D. C.

PAN-AMERICAN EDUCATION—Educators and representatives of the principal textbook publishers met in the U. S. Office of Education, March 18, to plan a study of the teaching materials on Latin-American subjects now being used in the textbooks and curriculums of secondary schools and colleges in the United States. The study, to be conducted by staff members of the U. S. Office of Education, will appraise these materials in terms of accuracy and adequacy, and make recommendations for enrichment of the Pan-American studies especially below the college level. The study will include the school courses in geography, history, literature, music, fine arts, science, economics, and agricultural education. The trend toward emphasis on Pan-America at the elementary- and secondary-school levels is in keeping with the general education point of view that the foundations for mutual understanding and goodwill of the countries in the Western Hemisphere be laid before the college years.

NEW PROGRAM FOR SOCIAL STUDIES—The State Education Department of New York has recently published a bulletin entitled *A Framework of Content for the Secondary-School Program in Social Studies*. This bulletin on the social studies follows an earlier one which presented an approach to the social studies program, set forth basic objectives and described the relation of social studies to the secondary-school curriculum. It includes a framework of content for grades 7 through 12, which aims to guide committees in their revision of local curriculums in the social studies and is to serve as a frame of reference for all future Department bulletins in this field, which will be designed to help schools in the development of local courses. Information in relation to administering and evaluating this new program is included in the bulletin and suggestions are made for organizing teaching materials. Teachers planning the organization of new courses will find helpful the section on developing courses in the social studies and the illustrative teaching materials.

This organization of social studies materials presented as a statewide program for the secondary schools of New York is a product of the thought and experience of various committee groups that have worked over a period of years to organize a sound, workable and sequential program. A major aim has been so to develop the program as to allow for flexibility and local adaptation and at the same time so to define areas of instruction as to construct a basic program that can be characterized as a state program.

LATIN IN THE SECONDARY SCHOOLS—The magazine *Illinois Education* reports a survey of 168 secondary schools. The results of this survey show the status of the Latin language in the secondary-school curriculum, especially as compared with modern foreign languages. Of the entire number of pupils who study foreign languages in the 131 schools which replied to the inquiry, 53.5 per cent took Latin, 23.7 per cent, French, 15.8 per cent, Spanish, and 6.7 per cent, German. The survey revealed also that 115 of the schools offered French with Latin; 36 Spanish with Latin; 36 German with Latin, and 21

secondary schools offered all four languages. Even in schools where there was a choice of four languages, Latin still led with 41.3 per cent of the students enrolling in foreign language classes selecting Latin; 26 per cent, Spanish; 22.3 per cent, French; and 10.3 per cent, German.

**POST-SECONDARY-SCHOOL COURSES**—The Geneva, New York, Board of Education on January 2 began a co-operative production-training program open to young men who have completed the secondary school or have had equivalent preparation. The NYA is primarily responsible for the maintenance of the youths at the center and for supervising the production activities at the State Experiment Station. The staff at the Experiment Station provide work experience for the young people in connection with their research activities. The vocational technical program conducted under the jurisdiction of the Board of Education is under the immediate charge of the superintendent of schools. Principals, guidance counselors, teachers of agriculture and others throughout the state have an opportunity to recommend qualified young men for admission to this training program.

Recommendations of candidates are sent to the Bureau of Agricultural Education, State Education Department. The minimum program for each youth is two full years of productive work and training. In selected instances where unusual competence and progress on the part of individual students is shown a slightly shorter period may be possible, particularly if seasonal employment opportunities are available. Careful studies are now being made with reference to the requirements and skill, managerial ability and technical knowledge expected on the part of employers. At present four major fields of experience and training are emphasized: the food preservation industry, the manufacture and preservation of fruit juices, laboratory services in dairy industry, and highly specialized production work in selected vegetables, tree fruits and small fruits.

**TEACHING PLANS ON AUTOS, RADIOS, CONSUMER EDUCATION**—"Why Consumer Education," leads off Consumers Unions new Class Plans available for distribution to teachers. Other subjects covered in practical one-hour teaching plans are "1941 Autos" and "How to Choose a Radio." Practical consumer education techniques are suggested in a special two-page section on techniques. Copies of the Class Plans may be had by writing to Consumers Union, 17 Union Square, New York City.

**HE STOOD BEFORE MY DESK**—Every school administrator and teacher as well as every parent anxious about his son should read the inspiring and illuminating article "An Appeal to Parents" in the February, 1941, *The Rotarian*, (pages 33-35). Here is some sound advice given by a juvenile court judge who shows a keen understanding of the psychology of youth. The eight points which he stresses of importance to progressive parents are of equal importance to schools: (1) Teach the meaning of true discipline, (2) Exemplify the dignity of labor, (3) Create an awareness of the value of money, (4) Stress self-reliance, (5) Encourage the development of curiosity, (6) Teach courtesy—respect for others, (7) Promote playfulness, (8) Provide religious instruction.

**PAN-AMERICAN TEACHING UNITS**—Teachers searching for new and accurate material on South America will welcome the announcement of the publication of a mimeographed 30-page pamphlet, *Brazil—Land of Opportunity* by Dr. Hugh B. Wood and Ellen McClellan Wilshire. It has been read and endorsed by the Pan American Union and the Brazilian Embassy in Washington. It contains carefully prepared reading lists for teachers, secondary schools, and elementary grades: source lists of phonograph records and sheet music, maps, pamphlets, films, and other teaching aids; as well as considerable reading matter on the history of Brazil. Included also are possible topics for research, and a students' quiz, activity outlines and evaluation suggestions.

This unit is the third in a series on cultural appreciations prepared as study material to accompany the touring productions conducted by the Junior

Programs, Inc., a non-profit, non-commercial educational organization, devoted to producing and touring plays, operas and ballets for school audiences. These performances are given by adult professional artists arriving complete with scenery, costumes and lighting in a different school auditorium each day. Last year 558 performances were given in 225 towns from Maine to California, to a total audience of over a million children and young people. A new unit on "The Adventures of Marco Polo," which a Junior Programs company will tour next fall, is now in preparation. This will offer much material on the cultures of Italy, China and Tibet in the 13th Century. These pamphlets, however, can be used entirely without relation to the students ever having an opportunity of seeing these particular performances. Any of these teaching units may be obtained for \$1.00 each from the Educational Guidance Committee, Junior Programs, Inc., 37 West 57th Street, New York City.

**CLEVELAND PLANS FOR NEXT YEAR**—In order to effect the various changes in the secondary-school program of studies for 1941-42, needed to make more adequate provision for all groups of pupils enrolled in the secondary schools, small committees of teachers have been organized to prepare courses of study in English I Special, Practical Mathematics, Biology, Physiology, Civics, and American History. The committees will draft tentative outlines of these subjects, giving special attention to the contributions that they may make to the attainment of the purposes of instruction in the secondary schools and to desirable learning activities. Small committees of teachers are also being organized to recommend textbooks materials in several subjects. A small committee of English teachers has been organized to review the literature now included in the secondary-school English courses, with the purpose of eventually formulating a list of recommended readings that are varied as to type and difficulty and more suitable to the needs of different groups of secondary-school pupils. The Current Affairs Committee is to review the various pamphlets, current events papers, and related materials used in secondary-school classes.

**CONFERENCE OF FORUM AND DISCUSSION LEADERS**—Leaders in the fight to preserve American Democracy through education will attend the First National Town Hall Conference of Forum and Discussion Leaders to be held May 7, 8, and 9 in the Town Hall, New York City, and become members of the Town Hall Leadership School which will be held during the following three weeks, May 12 through May 30. The Conference will aim to bring together from all parts of the country *Town Hall Associates*, forum and discussion group leaders, program chairmen, educational directors of churches, organizations and businesses, leaders of the adult education movement in their communities and heads of community centers, and persons in charge of recreational and educational activities in various governmental agencies. The hope is that out of such a conference ideas may emerge which will be helpful to all leaders in the field. The Leadership School will provide an intensive course in the techniques that have been found most successful in adult education, together with courses in the making of American Democracy, current world problems, and the ways by which ideas become actions. Both the Conference and the School will be under the direction of Dr. and Mrs. Harry A. Overstreet, who have had wide experience in these fields. The tuition fee covering all sessions of the School is \$30.00 while registration for the Conference only, costs \$3.00. For full particulars write, The Town Hall, Inc., 123 West 43rd Street.

**CALLING ALL AMERICANS**—How every American can aid in giving this country total defense swiftly and effectively is described in a 32-page booklet entitled *You Can Defend America*. Dr. J. W. Studebaker states, "I hope that this splendid booklet, with its ringing appeal for national unity and morale, will find its way into the hands of all American youth and their parents." Copies available at 10 cents each from Judd and Detweiler, Inc., Washington, D. C., or Moral Re-Armament, Fairmont Hotel, San Francisco, California.

# The Book Column

## PROFESSIONAL BOOKS:

CHAMBERS, M. M., editor. *Ninth Yearbook of School Law*. Washington, D. C.:

American Council on Education, 744 Jackson Place, N. W. 1941. 200 pp. \$1.00. The annual review of several hundred decisions of the higher state and federal courts affecting all phases of education. Among the high points during 1940 was the decision of the United States Supreme Court in the compulsory flag salute case, holding that this requirement violates no constitutional rights. Pertinent parts of the majority opinion by Justice Frankfurter, and of the dissenting opinion by Justice Stone, are quoted. The interesting and significant decision of the federal circuit court of appeals in a case involving the school board of Norfolk, Virginia, holds that if there is actual discrimination in salary schedules between white and Negro teachers having identical certificates and performing substantially the same work, then there is a violation of the clause of the United States Constitution which proclaims that no state shall deprive any person under its jurisdiction of the equal protection of the law.

A section is devoted to the study of the statutes of the forty-eight states and other sources showing the status and effects of legislative regulation of the social studies. In which states does the legislature require that the federal and state constitutions be studied in the schools? Which states prescribe compulsory courses in United States history or state history? What state legislatures require school instruction in Problems of Democracy? Where is instruction in economics and co-operative marketing required? What states exclude from the schools by law, partisan, sectarian, or subversive books? What are the effects of teachers' oaths upon the teaching of the social studies? These are types of some of the questions which this section will answer.

DYKEMA, P. W., AND GEHRKENS, K. W. *The Teaching and Administration of High-School Music*. Boston: C. C. Birchard and Company. 1941. 614 pp.

\$4.00. Contains discussions of such topics as, historical development, general music classes, the vocal program, the instrumental program, and music in the secondary school. Each chapter concludes with a bibliography. There are also twenty-six appendixes which consist mainly of quotations from courses of study of representative secondary schools. Dealing not only with strictly musical topics but with associated general education conceptions, the work seeks to point out the interdependence of the music staff and the rest of the educational setup. It should therefore be valuable to music teachers and supervisors, to secondary-school principals and superintendents of schools, and to members of Boards of Education. It consistently stresses music as an important means of education and maintains that music, as truly as any other subject in the curriculum, can lead to a desirable way of living—if it is well taught.

GOODYKOONTZ, BESS, AND COON, BEULAH I., co-chairmen. *Family Living and Our Schools*. New York: D. Appleton-Century Company. 1941. 468 pp.

\$2.50. This book answers an urgent demand from school people and parents for constructive advice on the problem of providing in our educational institutions adequate instruction in home and family living. It offers a clear analysis of the need in a democracy for guidance in family living and makes evident the school's share of the responsibility for supplying such guidance. It considers the problem as it affects all age groups and in its relation to the individual, society, and the resources of the school. Based upon an intensive study of school programs and practices conducted by a committee of experts representing the Society for Curriculum Study and the Department of Home Economics of the

National Education Association, with the assistance of many members of the two co-operating organizations, this book gives an authentic picture of what the schools are now doing at all levels—from elementary schools, through colleges, to the fields of adult and teacher education—to help individuals of all ages to be more effective members of homes and families. Although the emphasis is on programs and practices which are proving successful, the book indicates how this new educational effort can be made more effective and more socially beneficial, and is full of suggestions for enriching programs and improving methods. Its treatment of the problems of home and school relations make it especially interesting and helpful to administrators and teachers in service.

**GREENHOE, FLORENCE.** *Community Contacts and Participation of Teachers.*

Washington, D. C.: American Council on Public Affairs. 1941. 91 pp. cloth-bound, \$2.00; paper-bound, \$1.50. An analysis of the community relationships of 9,122 public-school teachers selected as a national sample. Two conclusions were supported by the data secured: "Our analysis of participation in community activities revealed that average teachers take part in four activities, but in no activities other than church work and parent-teacher efforts do they exercise much local leadership. . . . Teachers are indeed strangers in the communities where they teach. The novice discovers this fact in many ways and the experienced teacher grows increasingly aware of the barriers between herself and the run of the mill patrons of the school and local dwellers."

**LORWIN, LEWIS L.** *Youth Work Programs.* Washington, D. C.: American Council on Education. 1941. 195 pp. \$1.75. What should be the purpose and character of a public youth work program? How should it be planned and carried out? This study is concerned with the basic problems and policies involved in public work programs for youth and attempts to suggest the lines along which such programs might be developed. The book opens up a new field of study for those interested in the care and education of youth. It is an attempt to present and discuss the major issues which focus around the operation of a new social institution, the public youth work program. Though not an appraisal of current programs, this report has drawn liberally upon the experiences of the NYA in its out-of-school projects for purposes of illustration and to indicate concretely the nature of the problems considered. The author has selected problems which have caused most discussion in the past and which are in the center of public attention today. The various implications of national defense plans in connection with work programs are considered and discussed. The purpose of this book is exploratory—it is intended to suggest a large and interesting field for further cultivation. To those who are concerned in any way with the problems of American youth today, this report is a valuable aid to a greater awareness of the social and economic implications of work programs.

**LUPTON, MARTHA,** editor. *The Speaker's Desk Book.* Indianapolis, Indiana:

Maxwell Droke, 1014 North Pennsylvania Street. 1937. 695 pp. \$3.85.

A compilation of anecdotes, jokes, and excerpts of classics culled from scores of publications reflecting modern life and concerned with present-day problems and arranged under 150 headings for ready reference.

**MAY, MARK A.** *Education in a World of Fear.* Cambridge, Massachusetts:

Harvard University Press. 1941. 74 pp. \$1.00. The 1941 Inglis Lecture.

An analysis of the elements of our national anxiety for the preservation of the democratic way life, and suggestions for the increased effectiveness of our educational system in sustaining the American ideal.

*Music Educators National Conference*, Volume 30. 1939-1940 Yearbook. Chicago: The Conference, 64 East Jackson Boulevard. 1940. 614 pp. \$3.50.



This thirtieth volume issued by the Music Educators National Conference, presents a compilation of articles and reports largely selected from material prepared for the sectional and national meetings of the Music Educators National Conference held in 1939 and 1940. The major portion of the contents is, in effect, a symposium representing opinions, experiences and studies of members of the music education profession, as well as general educators and laymen, in all parts of the country over a period of two years. Certain of the material in this category is drawn from sources other than the meetings of the Conference—primarily from recent issues of the *Music Educator Journal*. Additional contributions which distinguish this volume are the "Outline of a Program for Music Education" and the comprehensive index of Yearbook contents, volumes sixteen to twenty-nine, inclusive, (1925 to 1938).

NEWLON, JESSE H. *Education for Democracy in Our Time*. New York: McGraw-Hill Book Company, Inc. 1939. 242 pp. \$2.50. Educators, by the very social nature of their task, must make an analysis of the social scene and of the educational implications of significant proposals for economic and social reconstruction on the basis of the most authoritative information and interpretation available to them from the social sciences and from their own observation and experiences. To be effective a democratic educational philosophy must operate in every phase of the educational enterprise. The author in this book examines some of the more critical problems of policy which teachers and administrators are today encountering and with which those who are preparing to enter the teaching profession will soon be confronted. He believes that in the future the teachers of this country must play a more important role, not only in shaping educational policy, but in all our civic and social life. The author builds his philosophy of education upon the problems of our own time as well as upon the enduring values of democracy. His basis for this is secured from the social crisis that faces us here and now and from the resources that are possessed by us. This is a book that comes from facts of the first order, basic facts, facts upon which the new education in America must be founded squarely and, further, because it is erected upon those facts in a thoroughly sincere and workmanlike fashion.

*Pennsylvania, A Guide to the Keystone State*. New York: Oxford University Press. 1940. 660 pp. \$3.00. This book was compiled by Workers of the Writers' Program of the Work Projects Administration in the state of Pennsylvania. Perhaps no other American area of comparable size can look back upon a more interesting, more dramatic, more colorful past than can Pennsylvania, the great Commonwealth that has grown from "Penn's Woods." In its broad valleys once roamed prehistoric monsters. Geologic forces have stored within its boundaries a variety of useful minerals, including the only coal of its kind in the world and the best crude oil for lubricating purposes. It has served as the experimental ground for many religious doctrines, economic theories, and political precepts. It contains not only the birthplace of our nation, but the battlefield upon which our national unity was assured. The Guide's essay section deals interpretatively with Pennsylvania's physical aspects, history, resources, development in the arts and sciences, and its agricultural, industrial, and social progress.

Another section gives detailed treatment to those communities which, by virtue of size or universal interest, merit particular attention. In the tours, generally pursuing a north-south or east-west course, are described the remaining cities and towns, outstanding points of interest, landscape, industries and other facets of the Pennsylvania scene which nature, man, and historical retrospect have made important. The book is profusely illustrated with photographs, drawings, and maps. For the practical-



minded it has detailed information on transportation facilities, accommodations, hunting and fishing laws, and annual events. There is a chronology of important dates, a selected bibliography, and an extensive index. As in the case of all these distinguished State Guides, this one is planned for the enjoyment and enlightenment of tourists, residents, and fireside readers alike, and can effectively serve as a most valuable supplementary reading source for classes in history.

Publications of the National Home Library Association, Washington, D. C.:

COYLE, D. C. *Our Forest*. 1940. 150 pp. 25 cents. The story of the battle to save our forests—a virgin forest acreage has dwindled from 820 million acres to about 130 million. The author states that despite this, 65 per cent of the annual cut is wasted in the field and mill.

GESSELL, G. A. *Protecting Your Dollars*. 1940. 158 pp. 50 cents. This is an interestingly written account of the work of the Securities and Exchange Commission.

McENTEE, J. J. *Now They Are Men*. 1940. 69 pp. 25 cents. A fascinating story of the work of the CCC after eight years of existence.

ROWE, G. F. *The Common Defense*. 1941. 49 pp. 25 cents. Discusses how each as an individual can be a working, living part of the nation's defense in everyday life.

SLATTEBY, HARRY. *Rural America Lights Up*. 1940. 142 pp. 25 cents. The story of rural electrification, how out of 7 million farms, 744,000 of these with electricity in January, 1935, have grown to over 1,700,000 in January, 1940.

WALLACE, H. A. *The Price of Freedom*. 1940. 106 pp. 25 cents. The purpose of this book as the author states is to cause the most earnest thought concerning the nature of the general welfare and to consider the paths which democracy must follow to attain spiritual and cultural abundance.

REID, CHARLES F. *Education in the Territories and Outlying Possessions*. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 593 pp. \$3.85. This book gives the history of American interest in these areas; the races, cultures, governments; and the social, economic, and political conditions prevailing therein. It points out how these complex forces have influenced—both directly and indirectly—the public and private school systems. At the close of each chapter specific recommendations are made for the improvement of public education in the Territories and Outlying Possessions. Particular attention is focused upon how the territories compare with the 48 states. The study should be helpful to school administrators, supervisors, and classroom teachers in the social studies field. The volume constitutes a source book of information which is most important and timely in the light of world conditions. The book includes a section each on Alaska, Hawaii, Puerto Rico, Virgin Islands, American Samoa, Guam and the Panama Canal Zone.

ROSS, C. C. *Measurement in Today's School*. New York: Prentice-Hall. 1941. 597 pp. \$3.25. The author attempts a functional approach to the problem of measurements. Emphasis is placed not so much upon a description of the tools themselves as upon the multitude of problems relating to the intelligent use and interpretation by classroom teachers and school administrators. He presents a critical appraisal of measurement and has made a careful search for generalizations to guide both theory and practice. Experimental evidence supporting these generalizations has been examined and whenever possible reported in the language of the original author. Since the functions of measurement are much the same in all educational levels, the illustrations have been chosen from both the elementary and secondary schools and to some extent the college. The book should be useful to teachers and administrators regardless of subject

or level of instruction. Part I is devoted to the historical development of the test movement, and to characteristics of a satisfactory measuring instrument. Part II is devoted to constructing the informal teacher-made tests, specific tests or objective tests, and to the construction and use of essay examinations. Part III gives helpful information concerning the general aspects of the testing program. Part IV discusses measurements in instruction, while Part V takes up the administration of the testing program, discussing such topics as classification and promotion, guidance, evaluations, and public relations.

SEFTON, ALICE ALLENE. *The Women's Division. National Amateur Athletic Federation*. Stanford University, California: Stanford University Press. 1941. 88 pp. \$2.00. The founding of The Women's Division, National Amateur Athletic Federation was the beginning of a period marked by a change in the philosophy underlying women's athletics. This book is the history of that organization, whose main purpose has been to encourage improvement of standards and practices in the field of athletics for women. It is a history that is more than a mere recounting of events that have happened, for the pictures of major issues being faced in athletics illuminate the national scope of problems to be met. The many ways, described in this volume, in which the Women's Division has attacked its problems and advanced its program have many local applications. It contains ideas and suggestions that will give guidance along constructive lines to both lay and professional leaders in athletics, in schools, churches, clubs, and community centers, and to anyone interested in the promotion of a sound program of athletics among all age groups.

WRENN, C. GILBERT, AND HARLEY, D. L. *Time on Their Hands*. Washington, D. C.: American Council on Education, 744 Jackson Place, N. W. 1941. Approximately 300 pp. \$2.00. This book considers the leisure-time needs of youth against the background of modern social changes and the functions of recreation they imply. It reviews the recreational status of young people and discusses how the situation needs to be altered. The book opens with a study of the new meaning of recreation, followed by a report on the kinds and amounts of recreation that youth now receive, considered in relation to their real needs. The authors proceed to examine the part that the principal recreation agencies take and might take in seeing that these needs are adequately filled. Schools, other public agencies, various private community organizations, the State, and the Federal Government are in turn considered. A summary chapter lists the major objectives for recreation planning and makes specific recommendations.

#### TEXTBOOKS:

BARKER, E. C., AND COMMAGER, H. S. *Our Nation*. Evanston, Illinois: Row, Peterson and Company. 1941. 632 pp. \$2.48. Stresses the social, economic, political, cultural and spiritual life of the American people with more than half the pages devoted to the history of this country since 1865. The unit-topical organization of material provides a flexible framework for the teaching and learning of the main ideas and major movements of American history. Previews, reviews, summaries, activities, and bibliographies provide ease in teaching and learning. The book is written in a clear and interesting style. Concepts have been simplified by amplifying them, instead of sacrificing clarity to brevity. Illustrations, including contemporary paintings, etchings, cartoons, photographs, pictorial diagrams and maps, further clarify the text.

HART, ARCHIBALD, AND LEJUNE, F. A. *The Growing Vocabulary*. New York: E. P. Dutton and company. 1940. 126 pp. \$1.00. A book designed to help those who are awakening to the pleasure, beauty, and power of words. It will appeal especially, to boys and girls from about twelve to sixteen

since it deals with the most flexible and fluent of human creations—words and of the thoughts that lie behind words. The book is constructed in four parts of progressive difficulty. Though the authors have not adhered slavishly to any list of words, they are indebted to E. L. Thorndike's painstaking measurement of word frequencies. The obvious way to use this book is to move forward through its pages, progressing rapidly until one finds the sections increasing in difficulty and then slowing to engage in deliberate vocabulary building. A glance at the table of contents, however, will suggest another method. Many of the devices for increasing vocabulary, it will be found, recur several times, and all sections which approach the problem in the same way are numbered systematically to facilitate skipping through the book from one section to the next of the same kind.

HAYES, DORSHA. *The American Primer—A Stimulating Challenge to America*. New York: Alliance Book Corporation, 212 Fifth Avenue. 1941. \$1.50. The author brings forth the pattern of America, pointing out our failures unhesitatingly, without belittling our successes. Its thought-provoking pages provide a new interpretation to Americanism, making the book ideal for the social science department or the school library. The author believes that the people of America should be told what it means to be an American. In the chapter on "Progress in Education," the author forcefully analyzes our educational system and expresses our educational creed as follows: "... we believe in education. Free education, free to everyone and free to give us the truth without grinding anybody's axe. An American youngster can go from kindergarten to college without paying for his schooling, and what he will be taught will be the truth as his teachers see it. No political party will dictate what he will be taught."

HAYNES, G. A., AND MONK, I. A. *Comprehensive Typewriting*. New York: Macmillan Company. 1941. 262 pp. \$1.96. A comprehensive course embracing both personal use and vocational typewriting based on actual classroom use over a number of years. The text is designed for use both with and without the direct dictation typewriting method.

LOGASA, HANNAH, compiler. *Historical Fiction*. Philadelphia: McKinley Publishing Company. 1941. 193 pp. \$2.00. Third revised and enlarged edition. Reading references for classes in junior and senior high schools. At the present time, all progressive schools recognize the value of extensive reading in connection with courses in the curriculum, not only for the immediate value to the pupil, but as an experience that is likely to be carried over into adult life as a leisure occupation. In no field is there a richer or more varied body of material available than in the field of history. It is to suggest the possibilities in such reading at the junior and senior high-school level that this selected and annotated list has been compiled. Although it is designed to assist history teachers in pupil guidance in extensive reading, and for the use of public and school librarians as an aid in directing the reading of pupils, it may also be helpful to teachers of English, Latin, and modern languages. Four hundred twenty titles have been omitted from the previous edition and 1,100 new titles have been added with the basis of selection enlarged to include the best of the controversial books within the range of interest and the ability of the audience for whom the books have been chosen. Two new sections, one on Europe and one on the United States since the present World War, and library materials on Latin America and Canada have been added.

WILLIAMS, J. F. *Healthful Living*. New York: Macmillan Company. 1941. 600 pp. \$1.60. Third revised edition. This book stresses the functional side of the subject. Previews outlines, graphs, tables, exercises, activities, and experiments and illustrations provide motivation to the pupil.

## PAMPHLETS:

*Annual Report of the Director of the Civilian Conservation Corps for the Fiscal Year Ended June 30, 1940.* Washington, D. C.: Federal Security Agency, U. S. Civilian Conservation Corps, 1940. 87 pp. Free. The story and statistics of the 284,454 youths selected and enrolled in the 1,500 CCC camps scattered throughout every state in the country during the fiscal year, making a total of more than 2¼ million youth enrolled during the 7¼ years since its inception.

DEARBORN, TERRY H. *A Check List for the Survey of Health and Physical Education Programs in Secondary Schools.* Stanford University, California: Stanford University Press, 1940. 23 pp. 60 cents. A check list constructed not only for the field use of the professional school surveyor but also for use in the professional training of students in educational hygiene, as well as for school administrators and health supervisors who are interested in conducting self-surveys of their school-health programs, including physical education. It is an organized, classified list of items pertinent to an adequate school-health program, and is intended to serve as an objective guide to the surveyor in his personal observations and inspection of the school being studied and in his conferences with each of the various health workers, from school physician to janitor. Its use will help to save the time of both the surveyor and the persons from whom information is sought.

*Education and National Defense.* Washington, D. C.: U. S. Office of Education, Federal Security Agency, Information Exchange, March, 1941. 15 pp. Free. The first edition catalogue is an effort to assist in the interchange of thought and practice in which loan packets and individual items available on a loan basis are listed.

*Government Manual.* Washington, D. C.: United States Information Service, 1405 G. Street, N. W., March, 1941. 694 pp. 75 cents. This manual is a reference book of integrated, authoritative information in the organization and functions of the departments and agencies of the Federal Government. It provides source material on the authority for and the organization and procedure of the Federal agencies and institutions. To allow opportunity for an over-all view of the offices and functions relating to the national defense, information on the development of this phase of Federal activity is concentrated under the heading "National Defense Program." In addition to the operations of the Federal departments and agencies as they relate to this program, the section describes the organization and activities of such units as the Office for Emergency Management, the Office of Production Management, the Division of Defense Housing Co-ordination, the Council of National Defense, the Defense Communications Board, the Office for Co-ordination of Commercial and Cultural Relations Between the American Republics, and the Selective Service System. Three editions are published each year. In addition, the United States Information Service, a division of the Office of Government Reports, will readily furnish any other information on the Federal Government departments and agencies. Such questions should be sent direct to the United States Information Service.

GUILDER, W. S., AND COLEMAN, J. H. *Getting the Meaning.* Philadelphia: J. B. Lippincott Company, 1940. Book 1, 2, and 3. 80 pp. each. 40 cents each. Each of the three booklets are graded and contain 36 units of work. Book 1 is designed primarily for one semester's use in grades seven or eight; Book 2, for one semester's use in grades nine or ten; and Book 3, for one semester's use in grades eleven or twelve. Each booklet can be adapted to the needs of any grades or groups, depending upon the levels of reading efficiency. The major point of emphasis is that practice should be continued until the individual's difficulty is overcome. The desired de-

gree of reading efficiency may be determined by any good standardized reading test. The criteria employed in the choice of the reading selections are (1) pupil interest in the content, (2) difficulty of the content, and (3) significance of the content. The selections themselves, obtained from magazines, newspapers, and books, cover a wide range of interests and have been critically appraised as to content, vocabulary, and style in order that they may appeal to the student-reader. The merit of the various selections was determined by the method of pooled judgments of qualified persons. A *Teacher's Manual* accompanies the series. It is intended to evaluate the necessity of a planned program for effective reading and also to provide answers for the exercises. It develops several important concepts regarding the experimental work which served as the basis for the compilation of the exercises in the series. The authors emphasize the fact that training in reading must not stop with the elementary school and that there are certain specific requirements of a practical program for improving reading. Concise and thorough directions are given for the administering of the preliminary units, mastery of which will be sufficient to obtain the interest and understanding of the pupils in working through the units in the books. Directions are also given for scoring the reading units and for using the Chart of Progress.

INGALLS, R. C., AND HEINMAN, J. T., chairman. *Co-ordination of California Youth Agencies*. Los Angeles, California: NYA for California, 2328 West 7th Street. 1940. 26 pp. A statement of policy growing out of the co-operative thinking of two state-wide conferences of California educational and social service administrators drawn together by the NYA for California. State agencies participating were the State Department of Education, State Department of Employment, National Youth Administration, Association of California Secondary-School Principals, Federation of Junior Colleges, Congress of Parents and Teachers, and Western Association of Colleges and Secondary Schools.

MEYER, J. G., AND HAMER, O. S. *Unified Social Studies Series*. Chicago: Follett Publishing Company. 1941. A series of twelve beautifully illustrated, attractively bound booklets of 50 to 60 pages each on the countries of the world. The entire series of a total of 506 pages may be secured in one bound volume. Titles in this series are: 1. Adventure—Finding a New World; 2. When Indians Roamed America; 3. The Southwest—Where Our History Began; 4. New England—Land of the First Thanksgiving; 5. The Middle Atlantic States Workshop of the Nation; 6. Making a New Nation; 7. The North Central States—Realm of Golden Harvests; 8. Our South Central States—Land of Cotton, Lumber, Oil; 9. Flying Over Our Great West; 10. Following the Flag—A Visit to Our Possessions; 11. Our North American Neighbors; 12. Our Good Neighbors in South America.

*Michigan Conference on General Education*, Mimeograph Series No. 5, Lansing: The Michigan Co-operative Teacher Education Study, 113 State Office Building. February, 1941. 72 pp. Addresses, proceedings and reports on the Conference attended by more than one hundred fifty persons, largely from the subject matter departments of the higher institutions in Michigan. All of the twenty-two colleges in the state authorized to offer programs for the education of teachers were represented, as well as several public-school systems. A few professional educationists and representatives of colleges or departments of education also participated.

The Conference was primarily concerned with the basic background education of teachers rather than the specialized and professional preparation for particular fields. Specific objectives as stated were: 1. To pool the thinking of a representative group of competent persons engaged in, or concerned about the general education of teachers. 2. To provide opportu-

nities for all participants to enjoy the benefits that come from frank and free discussion of mutual problems by individuals who may hold different views. 3. To consider the potential contributions of the various fields of liberal education to the basic background preparation of the teacher as an effective person, as a constructive participant in our American democracy, and as an intelligent interpreter of the culture. 4. To offer constructive suggestions toward the further improvement of significant aspects of the general education of teachers in the institutions and school systems of Michigan.

Six discussion groups are reported together with the principal addresses. This report has been prepared in the effort to share with all concerned some of the benefits of this Conference. The viewpoints expressed are not necessarily those of the staff or directing committee of the Michigan Co-operative Teacher Education Study. Reports of the six discussion groups are given as submitted by their respective editing committees.

MING, F. W., EDITOR. *Drafting Standards Accepted and Proposed*. New York: Charles M. Higgins and Co., Inc., 271 Ninth Street. 1941. 30 pp. 25 cents. Contains the complete drafting standards of the American Society of Mechanical Engineers and The American Welding Society as well as one page of proposed standards not yet accepted by The American Standards Association and not to be found elsewhere in printed form. The book is given free of charge to draftsmen and educators who formally request it by writing on school stationery. Where quantities are required, such as for classroom use, they may be secured for 25 cents each.

*Organizing Higher Education for National Defense*. Washington, D. C.: American Council on Education. 1941. 67 pp. 50 cents. The report of the National Conference of Defense Committees in colleges and universities which was called in Washington, D. C., on February 6, 1941. More than five hundred administrative officers from institutions of higher education in more than forty states participated. These significant papers by national governmental and educational leaders plus the summaries of discussion in the several sectional meetings represent the most comprehensive discussion of defense issues facing higher education which has yet appeared.

Publications of the School Broadcast Conference, Room 701, 228 N. LaSalle Street, Chicago. *Proceedings of the Annual Meetings*, edited by George Jennings. Available for the Third and Fourth Annual Meetings, 1939 and 1940. A yearly report of the progress in educational radio, complete with scripts, and discussion notes of all conference demonstrations. Mimeographed copies, \$2.00 for each year's publication.

*Radio Workshop in the High School*, a complete handbook for the teacher who is interested in forming a workshop in her school. Sections on history of radio; continuity writing; speech and diction; and complete production procedures. A very helpful aid to teachers who want their workshop shows to be professional throughout. Mimeographed copies, 50 cents.

*The Teacher and the Radio Program*, a handbook for the in-service teacher who uses radio in the classroom. Prepared by a committee of school teachers. Mimeographed copies, 25 cents.

*The Transition from Stage to Radio*, a discussion by Erik Barnouw and Wynn Wright. Edited by George Jennings. Mr. Barnouw is instructor in radio writing for Columbia University and wrote the stage and radio versions of *Pyramus and Thisbe*, script of which is included. Mr. Wright is production manager for the National Broadcasting Company in Chicago. Now in preparation.

*Utilization Practices in Educational Radio*, as reported by the classroom teacher. The Committee: Luella Hoskins, Chairman; Kathleen N. Lardio;



- I. Keith Tylor. Selected from entries in the first annual utilization competition, sponsored by the Conference. Filled with suggestions for the in-school use of radio programs. Mimeographed copies, 50 cents.
- Radio Bibliography*. Washington, D. C.: Federal Radio Education Committee, Federal Security Agency. March, 1941. 29 pp. Free, mimeographed. A fairly extensive list of references for the study of the general, broadcasting, educational, technical, and vocational aspects of radio.
- REDFORD, E. H. *Bibliography of Secondary School Journalism*. Chicago: Quill and Scroll Foundation, Northwestern University. 1941. 80 pp. 50 cents. A revision and extension of the *Bibliography on High School Journalism* compiled by the writer and published by the National Association of Student Editors in 1936. The bibliography includes references on high-school journalism extending from the junior high school and into the junior college level. It includes materials published in practically all types of magazines which relate to the field of journalism in the secondary school. It also includes a selection of recommended references and as a part of this list appear recommended titles from the journalism periodicals themselves.
- Representative Advisory Committees*. Washington, D. C.: Federal Security Agency, U. S. Office of Education. Miscellaneous 2801, January 18, 1941. 14 pp. Free, mimeographed. A manual for school authorities and committee members on the organization and operation of state and local advisory committees in the field of trade and industrial education.
- Selected References on Occupations for Girls and Women*. Washington, D. C.: Federal Security Agency, U. S. Office of Education, Vocational Division. 1940. 56 pp. Free. An annotated reference together with an index covering a period from January, 1935, to June, 1940.
- Uniform Crime Reports for the United States and Its Possessions*. Vol. XI, No. 4. Washington, D. C.: Federal Bureau of Investigation, U. S. Department of Justice. 1941. 80 pp. Free. A tabulation, classification and interpretation of crimes committed in 1940 as reported to the Federal Bureau by chiefs of police in different cities as a means to throw some light on problems of crime and criminal-law enforcement.
- United States War Department, The Bureau of Public Relations, Washington, D. C.: *Arsenals of Democracy*. 1941. 31 pp. Free. A pictorial and tabloid statistical survey of fifteen major projects under the National Defense Program explaining in terse verbal statistical descriptions, the progress made by the Ordnance Department in meeting the responsibilities of expansion placed on it by the President and The Congress by means of legislation enacted during the past critical year.

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This form has been the result of years of experimentation and refinement under actual situations on the part of many secondary-school principals in co-operation with colleges throughout the United States. Previous sales of this form indicate that it is the most extensively used form in existence. Hundreds of principals have found this compact form as adopted by the National Association of Secondary-School Principals with its pertinent information most favorably received in reporting pupil credits for entrance to colleges, transfers, recommendations to non-college schools, and recommendations to jobs in industry and in business.

It is printed on durable paper, size 8½x11 inches, and is thus easily enclosed with a letter. Prices per hundred range from \$1.60 to \$1.75 according to parcel post zone to which mailed. Write for discount on larger quantity orders.

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THIS IS A STANDARDIZED CUMULATIVE RECORD BLANK covering ten semesters of secondary-school education. The card not only provides a record of subjects by years, but also a record of extra-curriculum activities, intelligence and achievement tests scores, attendance, personal traits, and family history. It is printed on cardboard, 5x8 inches, and is suitable for vertical filing systems. It is especially designed for all types of secondary schools. Prices per hundred range from \$1.70 to \$2.00 according to parcel post zone to which mailed. Write for discount rate on larger quantities orders.

## Let Us Help You Serve Your Needs

### Do You Have These Publications in Your Library?

Below is listed a number of publications which every school administrator should have available as an aid to developing a philosophy of education for his school, and to conducting his faculty meeting. Professors of education likewise will find them valuable not only for use in organizing their courses but also for use by their students in their reading and study programs. To all, these publications offer real assistance in answering vital questions.

#### HERE IS THE LIST FROM WHICH TO SELECT.

*Issues of Secondary Education.* Bulletin No. 59. January, 1936. 310 pages. \$1.10; to members fifty-five cents. A critical and professional discussion of ten basic problems of secondary education.

*Functions of Secondary Education.* Bulletin No. 64. January, 1937. 226 pages. \$1.10; to members fifty-five cents. A discussion of ten commonly agreed upon functions of the secondary school to be considered in connection with the ten issues presented in Bulletin No. 59.

*That All May Learn.* Bulletin No. 85. November, 1939. 235 pages. \$1.10; to members fifty-five cents. Information for principals who wish to adjust and adapt the programs of their schools to the educational need of youth.

*Student-Council Handbook.* Bulletin No. 89. March, 1940. 195 pages. \$1.00; to members fifty cents. A description of the work of 361 Student Councils and of student activity management.

*Counseling and the Changing Secondary-School Curriculum.* Bulletin No. 91. May, 1940. 118 pages. \$1.00; to members fifty cents. A description of how thirty-eight schools and communities improve youth education opportunities.

*Promising Practices in Secondary Education.* Bulletin No. 92. October, 1940. 230 pages. \$1.00; to members fifty cents. Describes over 700 school practices, telling what secondary-school principals are doing in an attempt to develop ways and means of improving secondary education.

*Occupational Adjustment and the School.* Bulletin No. 93. November, 1940. 154 pages. \$1.00; to members fifty cents. A study of 914 school-leaving youths of six schools located in two states. Descriptive of a plan whereby a secondary-school principal can get valid information about the degree of occupational adjustment of his school-leavers and some clues as to desirable changes in the guidance and education program of his school.

*The Summer Workshop in Secondary Education.* Bulletin No. 95. 196 pages. \$2.00; to members \$1.00. A description of educational theory and practice in eight colleges and universities of the country as reported by Workshop Directors and Workshop participants in these colleges and universities. Also contains the names and addresses of the members of the Association.

*The National Honor Society Handbook.* April, 1940. 200 pages. \$1.00; to members fifty cents. Presents a description of numerous activities engaged in by honor societies, contains model constitutions and defines their purpose.

*"Suggested Studies in Secondary Education—A List of Problems for Research."* 101 pages, 25 cents; to members 15 cents. A pamphlet prepared by the National Committee on Coordination in Secondary Education. It contains pertinent questions suitable for study and research covering all fields of secondary education. The questions in each field are prepared by a specialist.

*Talking It Through.* 70 pp. Fifteen cents. Tells how to form discussion groups, how to conduct meetings and how to develop the art of discussion.

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## EDUCATIONAL EVENTS CALENDAR

### May

- 1-3 Annual State High School Association meeting, Bozeman, Montana.
- 2-3 Annual meeting of the American Council on Education, Washington, D. C., at the Mayflower Hotel.
- 2-7 Eastern Music Educators Conference and Region Four Festival, Atlantic City, N. J., Headquarters, Hotel Traymore.
- 4-11 National and Inter-American Music Week.
- 5-7 Annual Institute for Education by Radio, Columbus, Ohio.
- 7-9 First National Town Hall Conference of Forum and Discussion Leaders, Town Hall, New York City.
- 18 Citizenship Day, designated by an act of Congress as the third Sunday in May. Get the N.E.A. book: *The American Citizen Handbook*, (\$1.00)
- 19-22 Annual Meeting of the National Congress of Parents and Teachers, Boston, Mass.

### June

- 1-7 Sixty-eighth Annual Meeting of the National Conference of Social Work for guidance, Atlantic City, New Jersey, in which fifty-eight National Social Work Organizations are meeting as part of the conference. Further information can be secured from Howard R. Knight, General Secretary, 82 N. High Street, Columbus, Ohio.
- 19-21 Twelfth Annual School Administrators Conference at George Peabody College, Nashville, Tenn. Theme: *Educational Leadership in the Present Emergency*. Information can be secured from Dr. D. H. Cooke of Peabody College.
- 26-27 Eighth annual Conference on Business Education, Haskell Hall, University of Chicago, Theme: *The New Economic Education*.
- June 29-July 3 National Education Association Summer Convention. Boston, Massachusetts.
- June 30-July 1 National Association of Secondary-School Principals annual summer convention, Boston, Massachusetts.

### July

- 7-18 Annual Conference of the National League of Teachers' Associations.
- 7-19 Annual Conference of the Department of Supervisors and Directors of Instruction of the N.E.A. Teachers College, Columbia University, New York City. THEME: *Development of Wholesome Personality Through the School Program*. Enrollees may receive regular college credit at Teachers College upon payment of the standard tuition fee. A regional conference will be held at the same time at the University of Denver, Denver, Colorado, upon the subjects of "Meeting Youth Needs" and "Improving the School Program."
- 8-12 Annual Meeting of the Association for Childhood Education. Oakland, California. Information can be secured from its headquarters office, 1201 Sixteenth St. N. W., Washington, D. C.

### August

Seventh National Convention of New Farmers of America, to be held in August. The National Organization of Vocational-Agriculture Students in the Negro Public Secondary Schools. A. and M. College, Tallahassee, Florida.



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